

Statham Primary Pupil Premium Strategy Statement 2023.2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Statham Primary
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	25% (44 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2024
Date this statement was published	10th October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Jane Rooney (HT)
Pupil premium lead	Rhian Hill (Senco)
Governor / Trustee lead	Elizabeth Simmons (Co-opted Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,170 (£1455 + 2530+)
Recovery premium funding allocation this academic year	£5940 (£145 pp)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,110

Statement of intent

- *Our aim is for all disadvantaged pupils to attain similarly to their peers and other pupils nationally. We want all disadvantaged pupils to be socially and academically prepared for high school and we don't want any gaps in progress between disadvantaged and non disadvantaged pupils. We would like disadvantaged pupils to be ambitious and motivated to learn.*
- *Our current pupil premium strategy plan uses diagnostic assessment to identify barriers to learning and we identify any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example:*
 - *attendance and levels of persistent absence*
 - *behaviour incidences and exclusions data*
 - *wellbeing, mental health and safeguarding concerns*
 - *access to technology and educational materials*
 - *high mobility*
- *Our focus is on high quality teaching, targeted academic support and wider strategies*

To ensure our approaches are effective we will endeavour to act early and intervene at the point need is identified and have adopted a whole school approach in which all staff take a responsibility for the expectations of achievement and the outcomes of disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance (absence rates)</p> <p>Our attendance data over the last 2 years indicates that attendance among our disadvantaged pupils has been lower than for our non-disadvantaged pupils.</p> <p>Attendance continues to be high profile, if attendance drops below 97% the headteacher sends a letter home informing parents that their child's attendance is being monitored. We work closely with the attendance team and attend the Attendance Network meetings.</p>

	Attendance in the summer term was 93% on average (88% for PP, 87% for SEND). The main reasons for persistent absenteeism in our disadvantaged children are illness, holidays during term time and significant medical needs.
2	<p>Mental Health (MHST referrals)</p> <p>Senco recently completed the Department for Education, ‘Certificate in the role of Senior Mental Health lead’.</p> <p>Increased MHST referrals last academic year were coordinated by the Senco. Requests for referrals came from teachers,parents and pupils. Successful referral results in 6 weeks provision in either behaviour support or managing anxiety. From 7 successful referrals last academic year, 3 were PP pupils.</p>
3	<p>Attainment data</p> <p>Current baselines for 2023.24 show Writing as the area that has the greatest percentage of PP pupils attaining below ARE.</p> <p>Phonics</p> <p>The investment in Read Write Inc training for all staff has seen this data show a decrease in the number of PP pupils not achieving the pass rate. Last academic year, there was only one pupil that did not achieve the expected standard.</p> <p>End of KS2</p> <p>Data trends show that the difference in attainment between PP and non PP pupils is most prominent in Writing and Maths. 61% of PP pupils made accelerated progress over the course of KS2 compared to 41% of non PP pupils.</p>
4	<p>Parental engagement and confidence</p> <p>As identified in our SIP, following Covid, parents have become more remote and less involved in children’s learning. We recognise the importance of working closely with parents to support pupils. We are also identifying trends in the rise of families requiring Early Help and Social Care involvement.</p>
5	<p>Speech and Language</p> <p>Assessments and observations of our pupils indicate a widening vocabulary gap and underdeveloped oral skills. This is more prevalent in many of our disadvantaged pupils and spans from Reception through to Year 6. We are experiencing an increase in pupils starting school in EYFS with increasingly complex communication and interaction needs that require specialist support for external services.</p>
6	<p>Additional SEN needs</p> <p>30% of PP children have additional SEN needs. 9% of PP children have an EHCP</p>
7	<p>EAL</p> <p>18% of our PP children are identified as EAL which is recognised as an additional barrier, including when an interpreter is required for any kind of communication via parents/guardians</p>
8	<p>Behaviour- Resilience</p> <p>Whilst building resilience across our whole school continues to remain a high priority, it is a particular ongoing challenge for some of our pupil premium cohort, especially considering the high proportion of cross over with our</p>

	SEND register. 23% of our PP pupils have SEMH identified as either a primary or secondary area of need.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase attendance in line or better than national expectations	<ul style="list-style-type: none"> Compared to previous academic year we have seen an increased attendance across the whole school. There has been a positive upturn in attendance for those persistent absentees showing that implemented strategies are having an effect.
Children understand and manage their own emotions with little disruption to learning	<ul style="list-style-type: none"> positive play across whole school better use of regulating emotions modelled by staff Zones of regulation understood and strategies used to regulate emotions reduced number of incidents on CPOMs in the emotional regulation category
Improved attainment for disadvantaged pupils at the end of KS 2	<ul style="list-style-type: none"> At least 75% of PP cohort in Y6 to meet ARE close the gap in attainment in reading, writing and maths for all year groups
Improved parental engagement and communication	<ul style="list-style-type: none"> greater engagement with home-school learning a positive upturn in attendance for those pupils deemed as persistent absentees (virtual or face to face) for parent consultation meetings/other alternatively arranged appointments during the academic year
Children to have knowledge/skills in line with national expectations	<ul style="list-style-type: none"> Data in line with national expectations Gaps are diminished
Additional needs (SEN/EAL/SEMH) are fully met and do not hinder progress	<ul style="list-style-type: none"> TAs/ class teachers deliver interventions in line with IEP/IBP targets Staff use EEF research to identify/ review interventions relevant for cohorts and PP Successful implementation of school led tuition with bespoke provision for Year 6 New resources purchased following recommendations from external professionals
Diagnostic assessment identifies starting points and interventions so that EAL children's needs are met in a timely manner	<ul style="list-style-type: none"> Communication enhanced Accessibility to learning and the wider school curriculum Partnership triangulated between pupil/school/parent/carer Support for in year transfers

Continued strengthening of pupils resilience and growth mindset- in line with behaviour policy and PSHE provision across school	<ul style="list-style-type: none"> • Reduction in low level behaviour • Pupil voice reflects the positive attitude of all learners
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
PRADA (positive relationships and domestic abuse) champion role held by Senco	EEF guidance report - Working with Parents to support Children's Learning NFER - Parental engagement and Narrowing the Gap DfE Senior Mental Health lead training	2, 4, 8
'Good Autism Practice' training for all staff	EEF guidance report - SEN in mainstream schools	1, 2, 5, 6
CTI (committed to inclusion) training -sensory processing -autism and anxiety -developing attention and engagement -early communication	EEF guidance report - SEN in mainstream schools	1, 3, 5, 6, 8
Supply cover to allow teachers and Senco to meet with parents to discuss attainment, progress and targets.	EEF guidance report - Working with Parents to support Children's Learning	3, 4, 6, 7, 8
NPQs being completed	NPQSL (senior leadership) NPQLBC (leading behaviour and culture) NPEYL (early years leadership)	3, 4, 6, 7, 8
Designated teacher training	NFER - Parental engagement and Narrowing the Gap	1, 2, 3, 4, 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47, 370

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring £2970 Specific focus for Year 6 cohort (school's contribution to 50% of the tutoring expenditure)	<i>EEF Evidence shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to'</i>	3, 6
1:1/small group academic interventions	As referenced above	3, 5, 6, 7, 8
RWINc 1:1 tutoring	<i>EEF studies in England have shown that 'pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided'</i>	3, 5, 6, 7
1:1/small group SEMH interventions - ELSA, emotional regulation, Talkabout	EEF - Improving social and emotional learning in primary schools EEF - Metacognition and self-regulated learning	2, 6, 8
WellComm assessments and interventions in EYFS	EEF - Preparing for Literacy	3, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
incentives/rewards/celebration days	Mental health and well being/ Inclusion	2, 6, 8
Play therapy	<i>EEF acknowledges that 'Descriptive and correlational evaluations of the Reggio Emilia approach, which emphasises child-led play, indicate that such approaches can have long-term benefits, including</i>	2, 6, 8

	<i>benefits to academic outcomes in primary school.'</i>	
OPAL Play	Play based approach to relationships/ conflict resolution	2, 5, 6, 8
Zones of Regulation small group Intervention	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	2, 6, 8
Residential 'Voucher' Support for 7 pupils in Y6	Providing children with opportunities	2, 8
Uniform / extra curricular support/assistance with cost of additional music provision classes/PTA activities	Providing children with opportunities	1, 2
Peace Centre - steps to success Y5 and Y6 cohorts	Conflict resolution and healthy relationships,	2, 5,

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talkabout intervention materials <ul style="list-style-type: none">- self esteem- social skills- friendship skills	
Widget Online	
Connecting Steps (BSquared)	

Further information (optional)

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