

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Stocks Green
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Peter Hipkiss Headteacher
Pupil premium lead	Joe Endersby / Yvonne Buckley Inclusion team
Governor / Trustee lead	Di Ayling, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,090
Recovery premium funding allocation this academic year	£800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,890

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led small group and 1:1 sessions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills and vocabulary gaps among disadvantaged pupils. These

	are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified well-being, social and emotional issues for many pupils, since returning post COVID-19 Lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our assessments have identified 'cultural capital' to become an integral part of the curriculum for disadvantaged pupils to experience the wider world

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
Improved writing skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved writing skills (wide range of vocab being used, stamina to create longer pieces, handwriting and presentation) among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment at the end of KS1 and reading attainment for disadvantaged pupils at the end of KS2.	Achieve above national average progress scores in KS1 Phonics and Reading Achieve above national average progress scores in KS2 Reading
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To ensure disadvantage pupils have been given a vast array of experiences and access to skill development.	By exposing disadvantaged pupils to a variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful experiences that will open up doors to paths in later life.

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: **£1750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas and demonstrate these in their everyday writing, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Ensure there is a wide variety of cultural experiences either within the classroom, school speakers presenting to the school/class or external visits to places of interest throughout the school year</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.</p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (Coram Scarf) will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4,5

educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
---	--	--

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

Budgeted cost :£10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 and group sessions are delivered to improve listening, writing and vocabulary skills for disadvantaged pupils who have relatively low literacy skills.	Creative writing/ comprehension/reading interventions can have a positive impact on pupils' language skills and writing ability. Approaches that focus on a combination of all strands: including comprehension, oral, writing and listening have positive impacts on literacy attainment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 2
Additional 1:1 and group sessions are delivered to improve reading skills for disadvantaged pupils who have relatively comprehension and skills.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 2140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is a wide variety of cultural experiences either within the classroom, school speakers presenting to the school/class or external visits to places of interest throughout the school year such as-Extracurricular activities including sports, outdoor activities, arts, culture and trips</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.</p>	<p>5</p>
<p>Whole school programme used to develop SEL from Early Years to end of Key Stage 2.</p>	<p>Children will show resilience and empathy in their learning and social activities.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

Total budgeted cost: £21140

Part B: 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of some disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Due to the pupils still feeling the continuing impact of COVID-19 the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school disruption was most detrimental to our disadvantaged pupils-with the creation of 'bubbles' within school whenever there was an outbreak within that year group, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of class 'bubbling'.

Our observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was evident amongst some disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils- which included a whole day of curriculum dedicated to the pupil's mental health and well-being, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Focus on developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we took into account the restrictions in place during the pandemic and the impact they had on how an activity undertaken in previous years had not had the degree of impact that we had expected.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.