

# Pupil premium strategy statement

This statement details Stratford St Mary Primary's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stratford St Mary Primary
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Bilner
Pupil premium lead	Karen Bilner
Governor / Trustee lead	Matt Carney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£2413
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£10,513</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Stratford St Mary Primary school, we recognise the extra challenges that pupils in receipt of pupil premium funding may face. As a school we use the pupil premium fund to mitigate against these challenges. This may be in the form of extra academic tuition, access to a mental health first aider or continuing CPD to ensure quality first teaching in every class in every lesson.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to make better progress. These pupils will be focus in our developmental review meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

### Challenges

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

Challenge number	Detail of challenge
1	In some cases disadvantaged pupils are not meeting age related expectations in reading, writing and maths (sometimes this is the case on entry to the school)
2	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
3	In some cases there is a lack consistency of support at home (homework completion, volume of reading at home)
4	Spoken language skills and breadth of vocabulary needs developing in some cases.
5	In some cases, there is poorer access to resources and also sporting and cultural life experiences.

## 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
More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.	School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations.
<p>To ensure classroom teaching is effective to meet the needs of the disadvantaged pupils so that they make progress in line with or greater than national expectations.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations.</p> <p>Class teachers are able, in pupil progress meetings, to easily identify pupils who are at risk of underachievement.</p> <p>The pupils who have been identified receive targeted teaching.</p> <p>The targeted teaching address misconceptions / enables them to bridge the gap to achieving their full potential.</p>
To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn (SEMH).	<p>Pupils are more engaged with their learning.</p> <p>Pupils and parents report a noticeable difference with pupils who spend time outside the classroom on SEMH activities.</p> <p>There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around.</p>
<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To sustain the range of cultural and sporting opportunities at school.</p> <p>To ensure that all pupils access trips and visits.</p>	<p>Pupils in receipt of pupil premium funding access trips and visits.</p> <p>The percentage of pupil premium pupils attending clubs / sporting activities remains in line or exceeding those of non-pupil premium pupils.</p> <p>No pupil will miss out on the opportunity of a trip due to funding.</p>

## 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: £ £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of phonics resources	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.  Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.	1, 3 and 4
Purchase of Phonics books to accompany new phonics scheme		1, 3 and 4
Release of subject leaders to enhance provision of their subject across the school.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching	4 and 5

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

Budgeted cost: £4950

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group targeted academic support by a fully qualified teacher.	<p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group. This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.</p> <p>EEF: One to one tuition</p> <ul style="list-style-type: none"> <li>· Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</li> <li>· Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</li> </ul>	1,3 and 4

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

Budgeted cost: £7250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional member of support staff to provide SEMH activities, for example, gardening and well-being sessions for children in receipt of PPG, plus intervention and classroom support. <b>£6250</b>	<p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	2
Fund clubs, trips and visits for pupils entitled to pupil premium funding. <b>£1000</b>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	5

**Total budgeted cost: £15,700**

## 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 2021-2022 academic year.

At Stratford St Mary Primary School we identify pupils who are in receipt of a pupil premium funding. We look at each pupil on an individual basis to recognise any additional need they may have.

In the past year we have used the premium to support these pupils with their social and emotional needs as well as training all staff in the specific needs of pupils who have been adopted from care.

Due to the very low number of children who are eligible for pupil premium, to be detailed in our impact statement, may compromise the safeguarding of these children. However, intervention work and supported TA sessions in class, ensured that these children made good (or better) progress; that they were able to attend clubs and school trips alongside their peers. Parent and pupil voices evidenced that the children enjoyed the clubs and trip.

### 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