



## Pupil premium strategy statement

This statement details our school'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	Stone with Woodford CoE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	July 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Tomkins - Head teacher
Pupil premium lead	Chris Tomkins
Governor / Trustee lead	Brian Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,795
Recovery premium funding allocation this academic year	£ 8,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,793



## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention of the Pupil Premium plan is to ensure there is the most minimal of gaps with outcomes between disadvantaged children and the children from families who are not eligible for this funding.*

*We want to provide academic, social and emotional support to the children who are in this programme. We will support children's attendance and well-being by offering our breakfast facility and after school and extension activities.*

### Challenges

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

Challenge number	Detail of challenge
1	Children having returned to school following the pandemic have shown signs of difficulty with their early reading and phonological abilities.
2	Access to more concrete maths resources to ensure a deep level of understanding for every child.
3	Ensuring a wide breadth of curriculum offering by ensuring specialist support enhances curriculum.
4	Mental health - PSHE development.

### 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
<i>To improve our phonics outcomes to ensure early reading is prioritised.</i>	Increase in children's participation and success levels in R, Y1 & Y2
A deeper understanding of mathematics is built up by children of all age groups	Internal moderation of subject shows progress throughout school



To ensure participation in a wide range of curriculum and further curriculum opportunities for every child.	Children attendance levels, particularly those from disadvantaged backgrounds, are closely supported to ensure they have access to the widest range of curriculum opportunities, including specialist drama, music and sports activities.
Children's mental health becomes a key priority for the school and staff are well equipped to deliver quality first teaching in PSHE	A successful delivery of Jigsaw programme; member of staff trained to be mental health lead for the school.

### **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: £ 5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Add Phonic Programme Intervention and Speech and Language Programme:</i>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
<i>Ensure Maths is fully embedded and supported throughout the school, with concrete resources being made more readily available</i>	The new head teacher has specialism in Mathematics. This will be developed further in 22/23. DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674441/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2



<i>Subject specialist to deliver specific curricular areas.</i>	<a href="https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise">https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise</a>	3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ NTP Allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Maths Tuition (Third Space Learning)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Train member of staff in becoming a mental health leader.</i>	<a href="https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a>	4



## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

## Externally provided programmes

Budget: £4000

Programme	Provider
PSHE Programme	Jigsaw
Phonics Programme	Monster Phonics
Speech and Language Programme	NELI
Maths 1:1 tutoring	Third Space Learning
Mental Health Lead Training	DfE Approved Provider

## Further Information

A new headteacher and finance manager were appointed at the same time in Summer Term 2022. The new team will generate a new strategy for 22/23 and beyond using the school development priorities document to strategise the spending moving forward, based on evidence informed approaches. A new SENCo is also being trained and allocated for the academic year 2022/23.