

East Stanley School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2022 - 2023 academic year) 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	East Stanley School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Current year 2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mark Stewart
Pupil premium lead	Joanne Williams
Governor / Trustee lead	Sarah Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,645
Recovery premium funding allocation this academic year	£11,165
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	£117,810

Part A: Pupil premium strategy plan

Statement of intent

Background

Research has found that disadvantaged pupils have been worst affected by the pandemic and that the attainment gap has grown as a result of this. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that strategies focus on support for disadvantaged pupils.

At East Stanley School, our Pupil Premium Strategy is founded on the following principles and practices:

- The pupil premium strategy covers a three-year period, with annual reviews and necessary adjustments being made as a result of the review
- The focus is on a small number of priorities each year in areas that are likely to make the biggest difference
- The strategy is embedded within a broader strategic implementation cycle
- The approaches adopted are selected on the basis of strong educational evidence.

Aims

At East Stanley School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This strategy outlines how we will ensure pupil premium funding, alongside recovery premium funding is spent to maximum effect.

Context

When making decisions about using pupil premium and recovery premium funding it is important to consider the context of the school and the subsequent challenges faced. Barriers for FSM children at East Stanley School include:

- Low attainment on entry to school
- Weak language and communication skills
- Lack of confidence
- Less support at home
- More frequent behaviour difficulties
- Attendance and punctuality issues
- Complex family situations and issues

Key Principles

Analysing Data

We will ensure that:

- All staff are involved in the tracking of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

Teaching and Learning

Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables
- Sharing good practice within the school and drawing upon external expertise

- Providing high quality CPD
- Assessing accurately and making good use of joint levelling and moderation.

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Providing appropriate intervention programmes.

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their child’s learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils’ work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium.

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress.

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, such as those who have a social worker and young carers. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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 are 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.

Pupil Premium 2022-2023 - **£117,810**

Pupil Premium 2021-2022 - **£104,300**

Pupil Premium 2020-2021 - **£80,700**

Pupil Premium 2019-2020 - **£84,480**

The attached Pupil Premium Strategy Statement includes the details of how we are improving outcomes for disadvantaged pupils. The statement also reviews expenditure and the impact of this for 2021-2022.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Wellbeing and mental health issues
3	Impact of Covid-19 pandemic – lost learning, particularly in reading, writing and maths
4	Low levels on entry of PP pupils, particularly in communication & understanding, literacy and language

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
To accelerate progress in reading	Increased proportion of pupils working at age related expectations in reading
To accelerate progress in writing	Increased proportion of pupils working at age related expectations in writing
To accelerate progress in maths	Increased proportion of pupils working at age related expectations in maths
Improve phonics scores	Achieve above national average expected standards in phonics screening check
To improve attendance	Ensure attendance of disadvantaged pupils is above 95%
To support pupils' mental health and wellbeing	Pupils engaged and ready to learn

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: £63,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Catch Up Teacher (Part-time)	Quality first teaching – research shows this has the most impact on attainment. Additional teacher in year 6 (am) to give pupils the best advantage to achieve well in SATs tests. What makes great teaching? – Coe, Aloisi, Higgins and Elliot Major.	3
KS2 Support Assistant	Quality first teaching with social and emotional support based on identified needs – strategies to ensure the children are ready to learn. EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	2,3
TA in FS Language Support	Low attainment on entry in language and communication skills. EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	4

Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We have links with a local Maths Hub, a research school and have leading practitioners in all the core areas. EEF – Effective Professional Development	1, 2, 3 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors PP funding to support 40% not subsidised	Data shows there are still gaps in reading, writing and maths. Mentors to be used across the key stages to provide targeted intervention to close the gaps. One to One Tuition – EEF Small Group Tuition - EEF	2,3 and 4
School led tutors	Data shows there are still gaps in reading, writing and maths. Tutors to be used across the key stages to provide targeted intervention to close the gaps. One to One Tuition – EEF Small Group Tuition - EEF	2,3 and 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3 and 4
Reading plus, TT Rockstars, Purple Mash Lexia	Data shows the positive impact these programmes have on attainment.	3 and 4

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

Budgeted cost: £24,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Attendance for disadvantaged children is low in comparison to previous years,	1

	especially during lockdowns. A higher percentage of PP children are late for school as compared to Non PP children. DfE – Improving School Attendance	
Relax Kids	Children are increasingly displaying signs of anxiety and have increased social and emotional problems. EEF – Improving Social and Emotional Learning in Primary Schools	2
School Counsellor	With the increase of social services involvement, it is essential that we know the children and can spot triggers which will affect learning. Several children have bereavement issues or have been exposed to DV. EEF – Improving Social and Emotional Learning in Primary Schools	2
Crisis response package	More frequent behaviour difficulties mean PP children receive more referrals within our behaviour system. Crisis response provides support for those children with difficulties that could lead to exclusion. EEF – Improving Social and Emotional Learning in Primary Schools	2

Total budgeted cost: £ 120,775.00

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using Key Stage 1 and 2 performance data, phonics check results, multiplication check results and our own internal assessment data.

Schools were not required to publish their 2022 Key Stage 2 results. Statutory assessments returned in 2022 for the first time since 2019 after disruption caused by the pandemic. This was a transitional arrangement for one year only and the DfE plans to publish Key Stage 2 performance data for 2023.

To help us gauge the performance of our disadvantaged pupils we compared our results to those of disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution due to the impact of the pandemic).

Foundation Stage 2021-2022

64% of FSM pupils achieved a good level of development as compared to 49% of FSM nationally and 48% of FSM pupils regionally. Disadvantaged pupils achieved well in this cohort.

Y1 Phonics

40% of disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally. Therefore, there is an achievement gap of 44%. National disadvantaged is 71%. Disadvantaged pupils are below disadvantaged pupils nationally. We aim to narrow this gap by the implementation of our new phonics scheme.

Key Stage 1

2022 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

1 50% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of 28%. National disadvantaged is 62%. Disadvantaged pupils are below disadvantaged pupils nationally.

2

3 2022 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

4 20% of disadvantaged pupils achieved the expected standard compared to 73% of 'other' pupils nationally. Therefore, there is an achievement gap of 53%. National disadvantaged is 55%. Disadvantaged pupils are below disadvantaged pupils nationally.

2022 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

5 50% of disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 29%. National disadvantaged is 62%. Disadvantaged pupils are below disadvantaged pupils nationally.

Key Stage One pupils continue to be supported by Academic Mentors.

Year 4 Multiplication Check

The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 25% as compared to 17.2% at a regional level (no national figures available). The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 20.9 (out of 25). This compares to an average score of 18.0 for disadvantaged pupils regionally.

6

Key Stage 2**Reading, Writing and Maths Combined**

7 42% of disadvantaged pupils achieved the expected standard compared to 65% of 'other' pupils nationally. National disadvantaged is 43%.

Disadvantaged pupils achieved well in reading, writing and maths when compared to national disadvantaged figures:

Reading disadvantaged 75%, national disadvantaged 63%

Writing disadvantaged 50%, national disadvantaged 56%

GPS disadvantaged 75%, national disadvantaged 59%

Maths disadvantaged 67%, national disadvantaged 57%

Internal data:

Progress measures summer 2022:

Reading – disadvantaged children in 6 out of 7 cohorts made better than expected progress.

Writing – disadvantaged children in 7 out of 7 cohorts made expected or better than expected progress.

Maths – disadvantaged children in 6 out of 7 cohorts made expected or better than expected progress.

Reading and writing continue to be target areas.

The attendance gap between disadvantaged and non-disadvantaged pupils in school has widened since 2020. The gap was only 2% in the academic year 2020-2021 (PP 95.2%, Non PP 97.2%). Current figures (December 2022) show that gap has increased to 4% (PP 92%, Non PP 96%). We recognise that attendance is an issue, particularly for disadvantaged pupils and is a focus of our current pupil premium strategy.

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
Reading plus	Reading solutions
TT Rockstars	Maths Circle Ltd.
Lexia	Lexia Learning
SPaG.com	SPaG.com
Evidence me	2 Simple
Purple Mash	2 Simple
Serial Mash	2 Simple
Testbase	Testbase
White Rose	White Rose Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.