

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	Stakeford Primary School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	15.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Hall
Pupil premium lead	Julie Hall
Governor / Trustee lead	Jackie Rowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,410
Recovery premium funding allocation this academic year	£ 4,483
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	£ 82,893

Part A: Pupil premium strategy plan

Statement of intent

All pupils are entitled to education that enables them to reach their full potential. Our curriculum is designed to provide a rich range of learning experiences aimed at providing pupils with the motivation, aspiration, skills and knowledge to become lifelong learners. Disadvantage should never be a barrier to an education and our school uses the pupil premium funding to challenge the inequality such disadvantage presents.

Our Pupil Premium strategy has historically focused spending on Early Years and KS1 with funding for KS2 providing smaller scale reactive intervention work. By targeting funding at lower age year groups, school aims to narrow the gap before it widens. This has proven to be a successful strategy with past EYFS and, Year 1 phonics and KS1 performance data for pupil premium pupils rising from well below national expectations to inline, or above.

Because the 2021-2022 allocation is based on the October 2020 Census data, there are pupils who have left the school to transfer to secondary education so pupils who have qualified for free school meals since this time have been included in the focused spending for 2021-22

Challenges

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

Challenge number	Detail of challenge
1	Low pupil numbers can mean large mixed age classes which widens the ability range even further. This places additional challenges on both Covid-19 recovery and narrowing the gap.
2	44% of the pupil premium group have attendance below 95%. 21% are deemed persistent absentees with attendance below 90%.
3	89% of this group have been exposed to at least one Adverse Childhood Experiences (ACE) which could affect their wellbeing.
4	52% of this pupil premium group are also on the SEN register.

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
Attendance of persistent absentee PP pupils is improved to reduce the potential for gaps in learning hindering future progress.	<ul style="list-style-type: none"> The percentage of persistent absentee PP pupils will be significantly reduced to be within 5% of PP pupils nationally.
To continue to increase the number of PP pupils achieving age related expectations.	<ul style="list-style-type: none"> The percentage of PP pupils achieving age related expectations is within 8-5% of non pupil premium pupils in cohorts where there is not a significant SEN/PP crossover group. In Year groups undertaking National assessments, where the PP cohort is statistically viable, PP pupils perform within 5% of Non-PP pupils nationally.

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: £ 74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teacher will be employed for a further year to facilitate the return to single age classes in KS2 where there is a higher concentration of PP pupils.	Levels of engagement for PP pupils who were learning remotely during the pandemic were varied. Senior Leaders felt that a long-term recovery curriculum would be more effective with single age classes, with smaller teacher to pupil ratios. The smaller ratio's and narrower ability spread also supports SEN pupils.	1, 4
Recruitment of an additional HLTA	The school has employed an additional HLTA and 16 hours of the contract has a direct impact on PP children by releasing more time for the SENCO to work with the families of PP/SEN cross over children who, provided additional support in a classroom with high levels of eligible PP children for three mornings facilitating targeted quality guided work.	4
Additional staffing in the EYFS to address inequalities early.	Subsidising free 2 year old provision for golden ticket holders (topping up government funding shortfall of £11,000) enables children to develop important skills is speech, socialisation, physical and emotional development which will	1

	<p>then support the development of early reading, writing and mathematical skills.</p> <p>In 2021-22, the Nursery group falls below the 1:13 legal adult pupil ratio. By maintaining a second adult in the Autumn term this has enabled more focused work to be completed with individuals who will be classed as pupil premium based on their golden ticket access to two year old provision the year before.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce 1:1 and/or small group tutoring in the Spring and Summer terms.	In the Autumn term timetables reflect where additional subject input and/or interventions are needed for individuals who did not meet age related expectations in July 2021, who would normally have been assessed as ARE. If these short sharp interventions have not been able to address gaps in learning, individuals will be identified for 1:1 or small group tuition sessions after school delivered by a qualified teacher.	1, 2

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has three trained Emotional Literacy Support Assistants who support SEMH pupils. One of these ELSAs also provides daily drop in sessions for children who need someone to	By providing a daily drop in facility for children to discuss any problems with a trained ELSA and additional afternoon targeted sessions for individuals who need a more therapeutic approach, pupils know that they have someone to turn to in school in a place of safety and consistency. Total of 4.5h/pw	3, 4

share their worries with.		
Parent Support	<p>Provision of free wrap around care for families in need due to circumstances;</p> <p>Provision of the shortfall in voluntary contributions towards the cost of educational activities.</p> <p>Re-introduction of an attendance award programme to improve attendance of PA pupils and support parents to understand the importance of attendance.</p>	<p>3</p> <p>2</p>

Total budgeted cost: £ 83,000

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 2020 to 2021 academic year.

The move to single age classes facilitated a recovery curriculum. Classes were smaller and the ability range within classes was more focused. At the end of the academic year teacher assessment of pupils achieving age related expectations demonstrated that the gap between PP pupils and non PP pupils had narrowed: Reading -5%, Writing +2% and Maths -3%. The larger gap in Reading will be a focus in the next academic year.

Where in the previous year the engagement of PP pupils during the first lockdown closure had been varied, during the second lockdown 88% engaged with regular teacher contact.

Externally provided programmes

Programme	Provider
Word Blaze	Hodder
Rapid Phonics	Pearsons
Rapid Reading	Pearsons

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

