

Pupil premium strategy statement for Stoke Prior First School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Stoke Prior First School |
| Number of pupils in school | 150 |
| Proportion (%) of pupil premium eligible pupils | 7% (known July 23) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | See 3 year plan on school's website 2022-25 |
| Date this statement was published | July 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | L Satchwell |
| Pupil premium lead | L Satchwell |
| Governor / Trustee lead | J Johns |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £14,550 (estimate) |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £14,550 (estimate) |

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School's Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

1. Teaching – Spending on improving the teaching across our school. Ensuring that all children are taught by teachers performing at the highest level as a result of training and development.
2. Targeted academic support – Pupils are provided with high quality support when they need it.
3. Wider strategies – Specific strategies identified in relation to the school's own context such as attendance, social and emotional support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low levels of literacy (reading) |
| 2 | Attainment gaps in reading writing and maths |
| 3 | Poor language and communication skills |
| 4 | Low levels of aspiration |
| 5 | Lack of focus and confidence due to poor mental health and wellbeing resulting in poor attitude to learning |
| 6 | Missed learning due to Coronavirus pandemic |

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 |
|--|---|
| Any gaps in attainment in reading, writing and maths will be closed or significantly reduced | Pupils will be at age related expectations in reading writing and maths |
| Pupils will have positive attitudes to learning | Monitoring will show that pupils' learning behaviours are good |
| Pupils will have access to a broad and balanced curriculum | All pupils will complete the full curriculum and access a range of extra-curricular opportunities |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| All staff, including support staff will receive training to be able to identify pupils' needs in relation to mental health and be skilled in planning and delivering support. | Education Endowment Foundation (EEF) | 1,2,4,3,5 |
| All teachers will have access to needs led professional development, identified as part of a rigorous performance management cycle. | EEF | 1,2,5 |
| To improve the school's offer to pupils in relation to social, emotional and mental health. | EEF | 5,6 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Structured interventions: Introducing vocabulary interventions for pupils with poor oral language, reading and communication skills | EEF | 3,6 |
| Small group interventions: Introducing targeted | EEF | 1,2,6 |

| | | |
|---|-----|-----|
| English and maths teaching for pupils who are below age-related expectations and where required, 1:1 nurture/mentoring | | |
| Small group interventions: Introducing targeted social and emotional support for pupils | EEF | 4,5 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Pupil Premium funding will be used to provide access to activities for pupils aimed at raising aspiration such as music tuition, school visits and outdoor pursuits. | EEF | 4,5 |
| Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents | EEF | 5,6 |

Total budgeted cost: £14,550 (estimate)

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 2022 to 2023 academic year.

The school has just completed the first year of a three year strategy (2022-25). A light touch review of year one, of the current strategies is available on the website.

Assessments at the end 2023 of children in receipt of Pupil Premium showed that good levels of progress were achieved by all pupils in reading, writing and maths. Overall attainment data is shown below.

Attainment of pupils in receipt of Pupil Premium 2023.

| | Working at ARE or above |
|---------|-------------------------|
| Reading | 77% |
| Writing | 53% |
| Maths | 62% |

ARE – Age related expectation