

Pupil premium strategy statement – Stoke Prior First School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	6% (9 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Alison Paisley
Pupil premium lead	Adele David
Governor / Trustee lead	Kym Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19350

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 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.

Quality first 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.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring quality first teaching is in every class
- Ensuring there remains no attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Implementing wider strategies to address non-academic barriers to attainment such as parental engagement, attendance and behaviour
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language, communication skills and vocabulary gaps. These are evident from entry.
2	Assessments, observations, and discussions with pupils suggest low levels of reading and writing attainment
3	Assessments, observations and discussions with pupils indicate a lack of focus and confidence due to SEMH concerns and wellbeing.
4	Discussions with pupils indicate a lack of life experiences and wider experiences outside of school, in part due to cost of living crisis, resulting in lack of school readiness.
5	Attendance data indicates poor attendance or late arrival to school.

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 improve reading and writing attainment among disadvantaged pupils	KS1/KS2 reading and writing outcomes in 2024/25 show that the attainment gap between non-disadvantaged and disadvantaged pupils has narrowed significantly. Accelerated progress measures for disadvantaged pupils in reading and writing.
To achieve and sustain improved learning behaviours and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • children demonstrating good learning behaviour in all classes, becoming increasingly independent and resilient. • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils decreasing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. • the percentage of all pupils who are persistently absent significantly reducing and the attendance gap between disadvantaged pupils and their non-

	disadvantaged peers being significantly reduced.
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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: £3050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued enhancement of our English curriculum. CPD to upskill teachers in new writing approach	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. The EEF Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: £5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics, reading and language interventions, including PP pupils, led by class teachers, trained support staff who are deployed effectively and SALT to support improved language skills and phonics	EEF evidence states that targeted academic support can support pupil progress and can be employed to help boost language development, literacy, as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. Phonics Teaching and Learning Toolkit EEF	1, 2
Structured ELSA intervention for targeted pupils who SEMH concerns	The EEF document that the research findings indicate that a number of significant factors contributed to the effectiveness of the ELSA project, including the importance of the therapeutic relationship with the ELSA teacher, having a space to talk and think about feelings and building resilience, confidence and self-esteem.	3, 4

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

Budgeted cost: £10900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, appointing the role of Attendance Officer who will manage attendance support.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The EEF's Working with Parents to Support Children's Learning guidance report supports this attendance approach.	5
Funded/ subsidised support with: <ul style="list-style-type: none"> • Wraparound care • After school clubs • School visits 	Involvement with these activities allows PP children to gain wider experiences and participate in social situations. Extracurricular activities are an important part of education in their own right. The EEF detail how these approaches may increase engagement in learning and it is important to consider how increased engagement	3, 4, 5

<ul style="list-style-type: none"> • Uniform expenses • School milk • Hot dinners • Music lessons 	<p>will be translated into improved outcomes.</p> <p>The EEF has recorded evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>The cost of living crisis has had a huge impact on the outcomes of pupils, in particular those from PP households. Support is vital to ensure the attainment gap and wellbeing of these pupils does not widen and the gap closes with those from more advantaged backgrounds.</p>	
<p>Whole staff training on learning behaviours and revised behaviour policy with the aim of strengthening our school ethos and improving behaviour for learning across the school.</p>	<p>The EEF's Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development.</p> <p>The Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine your school's approach to managing behaviour.</p> <p>The EEF's Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice.</p>	<p>3</p>

Total budgeted cost: £19350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

In summary, in the academic year 2023-2024, the progress measures of our disadvantaged pupils were not in-line or above that of non-disadvantaged peers in Reading, Writing and Maths. Attainment outcomes for disadvantaged pupils remains below their non-disadvantaged peers. Therefore, it will be vital to implement these strategies consistently from September 2024 in order to maximise the greatest impact and to achieve the outcomes we set out to achieve by 2024/25.

A note-worthy outcome is that our monitoring of our disadvantaged pupils shows that we have facilitated positive results for both our disadvantaged and non-disadvantaged pupils in Year 3, showing progress measures for both sets of pupils in Reading, Writing and Maths are in line with each other.

The involvement of PP students in extra-curricular activity has continued to enhance their confidence and resilience, enabling them to actively participate in a broader spectrum of opportunities. Pupils participating in breakfast wraparound care were settled and prepared for classroom learning.

Interventions have been wide ranging and not limited to academic support, with social and emotional work prioritised for pupils where this was a barrier for learning.

Our evaluation of the approaches delivered last academic year indicates that we need to ensure class teachers identify the children in need of intervention and support quicker and deploy support staff more effectively. Through planned literacy CPD, class teachers will introduce wider classroom strategies to support all children effectively, but particularly those identified and accessing intervention to make accelerated progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Further information

How will the school measure the impact of Pupil Premium Funding?

- Scholar Pack assessment tools are used by class teachers to measure attainment and progress at regular intervals through the year
- The Pupil Premium lead is responsible for tracking the progress of Pupil Premium children. This information is collated and monitored by SLT.
- Attendance data is collected and monitored by the attendance officer and headteacher.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the School Governor's meetings. Designated staff member in charge: Adele David (Pupil Premium lead)