

Pupil premium strategy statement for Stukeley Meadows

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	395
Proportion (%) of pupil premium eligible pupils	12% (49)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	James Singleterry
Pupil premium lead	Robyn Smart
Governor / Trustee lead	Julie Herring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,000
Recovery premium funding allocation this academic year	£7,250
Pupil premium (and recovery 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>	£89,250

Part A: Pupil premium strategy plan

Statement of intent

We follow the federation A – B – C focus model. Attendance, Behaviour and Curriculum being the three priority areas.

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to diminishing gaps between vulnerable pupils and their peers, and the pupil premium is an important tool in this process. Pupil premium helps remove barriers to learning so that all of our pupils reach their full potential and enables them to engage fully in our curriculum and school life.

The ultimate objective for our disadvantaged pupils is for them to achieve age- related expectation in reading, writing and maths in line with their peers.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles that we lead/teach by...

- Quality first teaching and effective assessment meets the needs of all pupils, complemented by targeted academic support for pupils who are not making the expected progress.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- We will address non-academic barriers to learning such as attendance, behaviour, well-being and cultural capital, ensuring that disadvantaged pupils have access to a broad range of activities.

Central to our strategy is quality first teaching. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all of the pupils in our school.

We actively encourage the take-up of free school meals by working proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

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 of pupil premium children can fluctuate.
2	Learning behaviours are ineffective. Many pupil premium children lack resilience, determination and readiness to learn which reduces self-motivation and the confidence to improve.
3	The majority of children have limited experiences beyond their home life and immediate community, especially in relation to access to books, libraries and technology.
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments and observations indicate under-developed oral language skills amongst disadvantaged pupils.

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
Pupil premium children will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for pupil premium compared to the wider school population. • Family/pastoral support to work with families to improve attendance and decrease persistent absence. • Attendance in 2022-2023 for pupil premium was 92.1% and for all pupils was 93.6%. Outcomes in 2023-2024 for pupil premium and for all pupils will improve.
Supporting children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn	<ul style="list-style-type: none"> • Children make good progress and there are increasingly less instances of disruptive behaviour (and fixed-term exclusions) recorded. • Our updated approach to therapeutic behaviour management is successfully developed • Staff receive appropriate professional

	<p>development for them to support children.</p> <ul style="list-style-type: none"> • Continued development of our 'Hub' provision - a nurturing space for children who need some time in an alternative environment during the school day. • Support for our high (behavioural) needs children is more effective in a context that better meets their (and others') needs
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school	<ul style="list-style-type: none"> • The majority of pupils eligible for pupil premium make more than (our) expected progress to reduce the gap between them and their peers. • Teachers have identified children who need to make accelerated progress and the majority of these children achieve this. • Interventions are implemented and evaluated for impact on progress and attainment, such that pupil premium pupils make accelerated progress from their relative starting points. • Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most disadvantaged children make at least expected progress. • Implementation of The Write Stuff and Little Wandle, a structured approach which will improve teacher confidence in teaching reading and writing, and pupil outcomes in both written and oral language.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – release time associated with working with L.A. advisers to help	Research from the EPI (2020) found that high-quality CPD for teachers has a significant effect on pupils' learning	4

<p>develop Quality First Teaching.</p> <p>Work with the English Hub on Phonics Provision</p> <p>Attendance at external briefings and courses.</p> <p>Consultancy and training for The Write Stuff and Little Wandle</p> <p>Evaluation of Phonics approach and provision (Autumn Term)</p>	<p>outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions (typically Little Wandle) delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Interventions will be delivered by teachers, HLTAs and teaching assistants, directed primarily to small groups of up to a maximum of six children.</p> <p>Sessions will include phonics, reading support, and maths work.</p>	<p>Targeted deployment, where interventions are delivered to small groups or individuals can help previously low attaining pupils has a higher impact than deployment in everyday classroom environments.</p> <p>Research link</p>	2,4
<p>Top up of funding received as School Led Tutoring grant. The School Led Tutoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective to</p>	2,4

Grant covers 50% of the cost of tuition, specifically aimed at smaller groups, and pupil premium will be used to cover the remaining 50% of the cost	support low attaining pupils and those falling behind. (We are exploring the potential to use this in 2024 for alternative provision)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion and pastoral support to further increase engagement with families, to improve attendance and behaviour.</p> <p>2023/24 will see an increase in Inclusion Team (Hub) hours</p> <p>Additional support for children with behaviour issues and/or difficulty accessing learning in the classroom.</p> <p>Development and running costs of The Hub - a nurture environment - to support children with sensory or social and emotional needs; also for those children who, for various reasons, find it difficult to be in large classes for extended periods of time.</p>	<p>Targeted behaviour interventions, updated and increased from 22/23 can help to prevent exclusions that remove children from school for periods of time and also reduce low-level disruption that reduces learning time.</p> <p>The Family/Pastoral lead keeps in touch with families where there are issues with attendance, working closely with our SENDCo and the remainder of the pastoral team.</p> <p>The pastoral team act as key workers for children who are struggling, meeting with them 1:1 throughout the week and delivering targeted social and emotional programmes if required..</p> <p>The pastoral team have a role in settling and supporting the transition of our new children, and prepares our departing pupils for the next stage in their education.</p> <p>Research link</p>	1,2
<p>Updated whole school training in therapeutic behaviour management (CTT) with the aim of developing our school ethos and improving behaviour across the school.</p>	<p>A universal approach to behaviour management can have positive overall effects, helping to prevent disruption. It is important to maintain high expectations and to embed a consistent approach across the school.</p>	2

<p>CTT and PACE training are therapeutic-thinking approaches to behaviour.</p>		
<p>Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling. This will comprise support towards school uniform, funding of educational visits, clubs, music tuition and any contribution towards the cost of residential visits. Direct support comprises a very small part of our planned expenditure but has benefits for pupil wellbeing and increasing cultural capital.</p>	<p>Direct support provided by the school is to ensure equality of opportunity to children from disadvantaged children and is actively supported by governors. Support for educational visits, extra curricular clubs and music tuition have benefits for children in terms of increasing cultural capital and have wider benefits such as more positive attitudes to learning and increased well-being.</p>	<p>3</p>

Total budgeted cost: £89,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leaders have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using KS1/2 performance data, phonics check results and our own internal assessments. We have spoken with staff, families and children and discussed progress in all shapes and forms.

COVID-19 (albeit two years on) had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some positive individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was not in line with our expectations. Our analysis suggests that the reason for this is primarily the lagged impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less academic impact than pastoral. Our observations and assessments demonstrated that pupil behaviour further improved last year, but challenges in relation to wellbeing and mental health remain significant.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Throughout the year internal and external assessments were used to track the progress and attainment of groups of children. This data can be found on our pupil tracker system.

Our analysis of data (and extended provision) can be summarised accordingly;

- (Data) outcomes were broadly in line with (our Stukeley) targeted expectations in Years 2,3 and 4 but not in other year groups.
- Where outcomes were below ARE, in-year progress was made. This is detailed through monitoring, bespoke assessments and via updates in pupil progress meetings.
- Where bespoke nurture-style (Hub) provision to support pupils who are PP and have SEND was implemented across 2022-23, the focus was on supporting all children to access the mainstream classroom (where possible) with reasonable adjustments being established to ensure full access to the curriculum was offered and engaged with.
- A wide range of enrichment activities were enjoyed and benefited from last year. These included a number of community events and off-site trips.
- Our evaluation of the approaches delivered last academic year indicates that attainment and attendance should be an area of focus. After reviewing our strategy plan, we have made additional changes to ensure our children's social and emotional health and wellbeing is a priority.

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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