

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Stanwick Academy
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chloe Neild Principal
Pupil premium lead	Chloe Neild Principal
Governor / Trustee lead	Andrew Rose Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£27,200</p>
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Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of your strategy plan?

Stanwick Primary's intention with regards to supporting disadvantaged pupils is to ensure that all pupils receive a wide range of opportunities and make good progress in their learning across all subjects in the curriculum. The strategy outlines the support in place to ensure all disadvantaged pupils have the opportunity to achieve this with the right intervention and time needed.

Within this strategy, we have considered the challenges that disadvantaged pupils may face within their education and wider lives, and ensure that we have plans in place to approach these challenges and provide the pupils with the greatest possible opportunities to achieve, regardless of whether they are disadvantaged or not.

Further to this, the wider factors affecting learning are considered, including the social and emotional factors that affect learning. The strategy highlights the supportive measures in place to ensure these challenges are considered and addressed for the pupils to have greatest chance of success.

A focus on high-quality teaching and support forms a significant part of our strategy to focus on the specific academic needs of our disadvantaged pupils to support overall improved attainment. This is further supported by the National Tutoring Programme as part of our education recovery as set out by our school.

Pupil need for support has been identified through assessment of social, emotion and academic needs to ensure appropriate and effective intervention and support can be put into place for the pupils to avoid placing ineffective generalised support in place for all pupils.

To ensure that the support continues to be effective for all pupils we will continue to:

- Keep the support for each pupil specialised to their needs.
- Reflect and adapt provisions for pupils frequently.
- Keep disadvantaged pupils a focus in the classroom, where teachers remain conscious about adapting teaching to support and challenge pupils.
- Ensure any further challenges to learning are identified and intervention identified efficiently to support pupil needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, review of class work and discussions with pupils have identified that progress of disadvantaged pupils between Key Stage One and Key Stage Two is lower than expected.</p> <p>This has resulted in the pupils not making expected progress between key stages and leaving with lower attainment than expected at the end of Key Stage Two.</p>
2	<p>The percentage of lateness of disadvantaged pupils is greater than their non-disadvantaged peers leading to a loss of learning time and emotional and social preparation for the school day.</p> <p>Over the past three years, 28% of disadvantaged pupils have been frequently late compared to 0.4% of non-disadvantaged peers.</p>
3	<p>Through wellbeing assessments (from teachers, pupils and parent discussions), it has been identified that disadvantaged pupils need greater wellbeing intervention over the last two years. This has been identified as a factor affecting the academic and overall development of these pupils leading to lower attainment than their peers.</p> <p>The pandemic caused an increase of social and emotional issues amongst pupils with 18% of pupils receiving a form of intervention and 50% of these being from a disadvantaged background. 78% of disadvantaged pupils have been in need of well-being interventions following the pandemic.</p>
4	<p>The opportunities to engage in activities outside of the school day are lower for disadvantaged pupils in comparison to their peers. 5% of disadvantaged pupils currently engage in sporting or extra-curricular activities.</p> <p>Discussions with pupils has identified that pupils wish to engage greater socially with their peers and beyond, as well as gain greater skills and develop further interests that previously have not been able to be a part of.</p>

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 lateness of pupils, particularly disadvantaged pupils to ensure no learning or opportunity is missed.	<ul style="list-style-type: none">- Lateness of pupils decreases and there is no longer a gap between disadvantaged pupils and their peers with no more than 5% lateness across the school by the end of year 2024/2025.- Strong relationships between parents of pupils with lateness and the school are formed and all potential barriers are planned for.

100% of pupils are ready to learn when arriving at school.	<ul style="list-style-type: none"> - Observations and pupil outcomes in lessons and assessments will indicate improvement in concentration, participation and achievement.
All pupils have support in place for their wellbeing where needed to support overall development and academic progress.	<ul style="list-style-type: none"> - Observations will show that pupils are more confident in the classroom and more responsive with their learning. - Assessments and classwork will show an improvement with increased attainment and progress outcomes. - Pupils will be expressing increased positivity with their wellbeing and overall personal development. - Specialised support will be in place for pupils with clear plans for reviews and monitoring.
Increased opportunities and engagement in extra-curricular activities for disadvantaged pupils.	<ul style="list-style-type: none"> - Pupils will have opportunity to engage with wider curricular activities linked to the school and in the community. - Observations and discussions with pupils will show increased confidence socially and within their academic learning.
<p>Improved attainment across Reading, Writing and Maths (including combined).</p> <p>Attainment and expected progress of disadvantaged pupils will have improved.</p>	<ul style="list-style-type: none"> - Key Stage Two outcomes in reading, writing and maths in academic year 2024-2025 will show that more than 80% of disadvantaged pupils met the expected standard. - Key Stage Two outcomes in reading, writing and maths in academic year 2024-2025 will show that more than 90% of disadvantaged pupils made expected progress between Key Stage One and Key Stage Two external assessments.

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: £10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PiXL support and assessments to provide clear standardised assessments to support teacher assessments and identification of support needed for pupils.</p> <p>High quality training for staff where needed to ensure assessments are used effectively for pupils' academic development and staff gain relevant and specific knowledge to support appropriately.</p>	<p>Using a standardised test can provide opportunity to identify what pupils are able to achieve, as well as identifying adaptations needed in teaching to support pupils greater with their learning. Evidence from an EEF review below, along with research into the use of formative and summative assessment benefits researched.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Review_of_Attainment_Measures_final.pdf</p> <p>Through discussions with other leaders, and wide reading of different assessment systems, the use of a widely used tool allows for wider comparisons to ensure high expectations are in place for the attainment of pupils across the school.</p> <p>Ensuring clear techniques are developed for professional development of staff to ensure they are able to have clear knowledge and understanding that aligns with the school direction and expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1
Increased training for social and emotional support for pupils in class.	External discussions, internal observations and research (one outlined below) highlight the impact that social and emotional skills can have on pupil	3

<p>Training for ELSA to ensure specialised support is readily available across the school for pupils.</p> <p>Continued running of sessions in years 2022,2023 and 2024</p>	<p>outcomes and the greater support for later life.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social and Emoional_Learning Evidence Review.pdf</p>	
<p>Increase staff knowledge, confidence and quality of teaching across reading, writing and maths through well presented and supported professional development.</p> <p>Release time funded for core subject leads to embed new structures for teaching across reading, writing and maths to ensure content taught is effective and high quality for pupils following the mastery approach.</p>	<p>Research has shown the need for clear and concise professional development for staff that builds on school direction and provides clear, supportive development that enables staff to develop their teaching and embed the practice to support pupil development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Mastery teaching is affective across the core subjects and shows good success within primary schools. Ensuring this is understood and embedded effectively is paramount for good delivery and impact on pupil attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1

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

Budgeted cost: £ 6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focussed intervention sessions for pupils to support with gaps in learning – staff employed to support with this capacity.</p> <p>Training for teaching assistants to support the</p>	<p>With effective training and little contact away from the class teacher, interventions can be supportive for pupils to make good progress. Deployment of teaching assistants in this way can support pupils to increase their attainment and close the gap between their peers. Strong professional development and leading is needed to ensure this is possible.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1

teaching of interventions.		
Increased teacher support in line with the National Tutoring Programme to provide school-led tuition.	<p>The use of tutoring can support the increased attainment and help close the gap for pupils and their peers. Evidence below for 1:1 and small group tuition planned for use across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
External tuition support in line with the National Tutoring Programme to provide tutoring for pupils, with a large majority of these being disadvantaged pupils.	<p>(Evidence as above).</p> <p>To add capacity to the current teaching staff of the school, further support will be sought through a recommended company to deliver 1:1 and small group interventions for the school.</p>	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group wellbeing sessions for pupils to ensure barriers to pupils accessing their learning are removed and pupils' confidence and social and emotional wellbeing is strengthened.	<p>Evidence for 1:1 and small group interventions as above. Ensuring this is extended into wellbeing sessions also will ensure high quality support can be offered and outcomes achieved.</p> <p>Having dedicated and committed staff that fully embed approaches for SEL throughout the school can have a positive impact on pupil approaches to learning and overall impact on their attainment. Targeted support provides greater impact for SEL than wider group teaching can offer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3

Individual, external support – specialised to support the needs of specific pupils as and when they arise throughout the year.	<p>Experience in previous years has identified that specialised support that is not covered within school roles is needed and funding set aside for this enables this to happen quickly and efficiently to support the pupils.</p> <p>For SEL to be successful, staff need to be committed to the development for pupils and clear professional training in place to support pupils to receive the greatest outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	ALL
Providing funding for opportunities and supporting interests of disadvantaged pupils.	<p>The social and health benefits for pupils when participating in physical activities can have many benefits for children including a positive impact on their overall wellbeing, with small links to academic achievement and increased attendance. Providing this funding gives greater opportunity where cost can be a barrier for attending otherwise.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
Regular meetings with the school SENCo for parents of pupils with lateness and/or persistent absence to help build relationships between parents and the school and ensure support is provided to close the absences of disadvantaged pupils from school.	<p>Evidence in previous years and discussions with parents has identified the success of this role and the impact that the support has had in improving attendance to the current point. Continuing this role will enable the continued closing of the gap for pupils and support for families.</p> <p>Building relationships and having good parental involvement has a positive impact on pupil attendance at school and overall attainment gain. Further to this, the impact this can have on the continued work completed at home outside of school hours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2

Total budgeted cost: £ 27,200

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 assessments completed during the academic year 2022-2023 show the overall outcomes for disadvantaged pupils to be 88% of children achieving expected or above in Maths and Writing, with 100% of pupils making expected progress from their KS1 results. 68% of pupils achieved expected or above in Reading, with 71% achieving in line with expected progress. The impact of the classroom support and additional tutor led sessions supported the growth in confidence of our pupils across all three areas by the end of KS2. A focus area of reading has been identified for the next academic year, with greater focus on tutoring to support pupils in this area.

High-quality teaching and resources formed the basis of classroom provision throughout the year, alongside additional support strategies and with co-ordinated approaches to supporting pupils with identified special educational needs who are also identified as pupil premium, to support their growth and progress. With 100% for Reading and writing making expected progress, the pupils have been supported to achieve with some making good progress in both of these areas, however these outcomes show that further support is needed for the pupils, from this strategy, for all the pupils to successfully achieve expected or above in all areas.

The academic progress of disadvantaged pupils continued to be a focus in the last academic year, and continues to be a focus with emphasis on concentrated support interventions and focus in the classroom for the next academic year to ensure pupils are making expected progress or greater in every year group.

The wellbeing and mental health of our pupils continued to be a focus within the last academic year, where the role of the ELSA grew and pupils were provided with the effective support needed to access their learning with barriers being reduced in a timely manner. Of our disadvantaged pupils that were involved in ELSA sessions, all pupils made positive progress in their wellbeing, which was seen by the pupils' approach to their learning and overall presentation in the classroom. Where the ELSA interventions did not work as successfully for the support needed by pupils, further support and intervention was identified and put into place. The new strategy continues to build on this to support the needs of the pupils to become sustained and greater support in place for them, to support the continued growth and sense of well-being throughout the next academic year to support a greater amount of pupils that need it.

The impact of this support for identified children has been evident in their lessons, where they have become more confident and ready to access their learning, and are now more comfortable to engage with class groups and participate in whole class discussions. This impact has enabled the disadvantaged pupils to feel included in the classroom activity and has supported positive peer relationship development, which then also supports inclusivity within the wider school context of the playground and during breaktimes.

Overall attendance for disadvantaged pupils, for the recorded sessions over the last academic year, has increased from the previous academic year. The overall lateness of pupils has decreased across disadvantaged pupils. Two disadvantaged pupils were being supported with their attendance, where further intervention and support had been put into place in line with the school's attendance policy, as well as safeguarding procedures to support their attendance and reduction in lateness throughout the academic year. With the continued support and use of strategies to support these children and their families will ensure these continued challenges to be addressed and in turn, decrease the lateness of pupils to school and will continue into the new academic year.

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

Further information (optional)

Planning for Pupil Premium Strategy

To ensure we have identified the most appropriate support for the disadvantaged pupils in our school, evaluation of previous support has been evaluated and current successes have been continued to ensure support remains for pupils in these areas. This has included the funding provided to staff the support that is needed to deliver specific intervention or teaching.

Further to this, we have conducted further research that could further enhance our successes from previous years, as well as identify any areas currently missed for our pupils. This has been conducted through discussions with parents, staff and the pupils involved to ensure they are supported in the areas that they felt would have greatest impact. Wider reading and discussions with other professional has also impacted the decisions made with regards to the expenditure within the strategy produced. Overall, this research and discussion has allowed us to produce a plan that will have greatest impact on the pupils within our school.

We will evaluate the strategy at times throughout the academic years to ensure the appropriate adaptations that are needed are made to use the funding provided in the most successful way for the pupils in our school. This will allow us to continue to make the best possible overall progress for the disadvantaged pupils across our school.

Further Activity

Further activity that will impact all pupils, including disadvantaged pupils, but not funded by the pupil premium or recovery funding include:

- The purchase of a DfE validated Systematic Synthetic Phonics programme to ensure consistency of delivery and teaching of phonics to pupils throughout Key Stage One and supporting those identified in Key Stage Two. This will ensure high-quality resources are used for pupils to support the learning of phonics for all pupils.
- The continued purchase of White Rose Maths to ensure high-quality resources are used to support pupils on the school's journey to teaching successful maths mastery. The Maths Lead is also engaging in funded training through the NCETM to support the teaching of mathematics of our staff to all pupils and enabling clear steps for pupils to progress through maths skills.
- The continued purchase of PiXL to ensure pupils are effectively supported through high-quality interventions. Further training has been provided to staff delivering these interventions to all pupils, including a large focus on disadvantaged pupils.
- Wellbeing and mindfulness sessions, as well as external mentoring support for pupils, including some disadvantaged pupils that would benefit from the wider sessions to support their overall focus in the classroom and ability to deal with difficult situations.

