

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Stenson Fields Primary Community School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J Sadler Head Teacher
Pupil premium lead	A Griffiths Assistant Head Teacher J Sadler Head Teacher
Governor lead	David Shepherd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,645
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£140,115</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **School Intent**

At Stenson Fields Primary we are committed to our CARES ethos and curriculum values (Caring, Achieving, Respecting, Enjoying, Supporting). We aim to provide a high quality curriculum and supportive environment for all children. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

### **Objectives for Disadvantaged Pupils**

- We aim for disadvantaged pupils to make good progress in all areas, to enable them to fulfil their learning potential.
- We want all pupils, including those who are disadvantaged, to be happy, safe and have a wide range of opportunities and experiences.

### **How does our pupil premium strategy work towards these objectives?**

- We will provide quality first teaching and targeted academic support where appropriate.
- We will support children and families who face non-academic challenges, including attendance, behaviour, mental health & wellbeing and safeguarding.
- Our CARES curriculum will provide a broad and balanced range of wider opportunities, including cultural experiences and extra-curricular activities, for all pupils and will further support disadvantaged pupils where appropriate.

### **Key Principles**

- We prioritise quality first teaching, which benefits all, in order to support the progress and attainment of disadvantaged children.
- The social, emotional and mental health and wellbeing of our children is at the heart of our strategy. With this strong foundation, learning and progress can be maximised and built upon.
- This strategy ties in closely with wider school recovery plans following periods of school closure and education disruption. Targeted support such as the National Tutoring Programme and School-based Tutoring is also planned for.
- The deployment of resources and evaluation of impact is firmly rooted in evidence and this strategy remains a working document, constantly under review.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with children and staff show that starting points in each year group for disadvantaged children are generally lower in comparison to non-disadvantaged children. Therefore, accelerated progress is required to match outcomes. This has been further exacerbated by the impact of Covid-19.</p> <p>Whole school assessments at the end of Summer 2022 show gaps between Pupil Premium and non-Pupil Premium children across the school of: Reading - 13% (2021: 17%); Writing – 23% (2021: 26%); Maths – 10% (2021: 9%).</p>
2	<p>Observations, external agency support and diagnostic tools show that the emotional health and wellbeing of families and children is often poor, and was exacerbated by the pandemic. We are also beginning to see the impact of the rise in cost of living. Many disadvantaged children and families require additional support in order that they are ready to learn and access the curriculum.</p> <p>The school Family Support Worker is now supporting 87 children in 69 families, a significant number of whom are disadvantaged.</p>
3	<p>Parental engagement with the school and supporting learning out of school e.g. homework, reading, spellings and dealing with behaviours. Further issues identified during Covid -19.</p>
4	<p>Access to wider opportunities and experiences outside school is limited, resulting in limited aspirations and ambitions. We are aware that financial constraints will begin to impact further.</p> <p>Informal discussions and pupil interviews show that school is the main provider of wider opportunities for many children.</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
Disadvantaged children make good progress in core curriculum areas.	Data shows disadvantaged children make good progress from their starting points.

<p>Disadvantaged children who made limited progress due to Covid-19 are supported to make accelerated progress.</p> <p>Disadvantaged children are supported to meet expected standard in core areas.</p>	<p>Data shows that disadvantaged children who fell behind during Covid-19 have recovered to previous expectations.</p> <p>Data shows that an increased proportion of disadvantaged children are meeting expected standards in core areas and the gap has narrowed.</p>
<p>Disadvantaged children are emotionally supported to enable them to fully access the curriculum and learn effectively.</p>	<p>Boxall profiles and external reports from therapists show an improvement in learning behaviours and ability to settle in the classroom environment.</p>
<p>Parents and families are better able to support their children's education and are more engaged in the school community.</p>	<p>All families identified as benefiting from targeted support are engaged with the FSW, and outside agencies where appropriate.</p>
<p>Disadvantaged children have experienced a wide range of cultural, artistic, intellectual and sporting activities through the CARES curriculum.</p> <p>Disadvantaged children have been given access to a wide range of extra-curricular opportunities.</p>	<p>Children can articulate their experiences and these are evident in planning and books.</p>

## 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: £18,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to the SIP and Performance Management targets. Subscription to DfE validated 'Little Wandle' phonics scheme, staff training, monitoring and development.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Improve quality of Social and Emotional support – Attachment INSET.	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
Improve curriculum provision – INSET.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1
Opportunities for staff to improve teaching and learning through observations/ team teaching/ sharing good practice.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1
Improve the quality of provision and monitor outcomes of	Evidence of strong leadership shows that a range of strategies are needed, and the capacity of the school and school leaders to develop others is vital.	1, 2

children with SEND.  SENCO time to support/develop staff in school.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A_-_Outstanding_primaries_final_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A - _Outstanding_primaries_final_report.pdf</a>	
Improve the quality of provision and monitor outcomes of Pupil Premium children.  Dedicated Leadership Time time to support/develop staff in school – including AHT, Maths & English time, Pupil Progress meetings.	See above.	1, 2

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

Budgeted cost: £61,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time in year group with high % of PP children to deliver interventions and in-class support.	Teaching assistants can provide a large positive impact on learner outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2
Small group interventions – First Class @ Number, Success @ Arithmetic. Including resourcing and staffing.	Teaching assistants can provide a large positive impact on learner outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1

<p>Engaging with the National Tutoring Programme (Tuition Partners) to support children in Y6 whose learning (Maths focus) has been affected by the pandemic and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><b>Maths &amp; Phonics primarily funded separately with NTP grant (£13,436). Recovery Premium (£8,964 &amp; PP funding to top-up remaining 40%.</b></p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a full time Family Support Worker to support disadvantaged families and their social and	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2, 3

emotional needs.		
Nurture and Positive Play provision (training for new staff and staffing).	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2
Lunchtime support for children with additional social and emotional needs (The Hive).	See above	2
Art Therapy sessions run by a visiting art therapist, for children who have experienced trauma and require emotional support.	Study shows that for children, 'art therapy has been shown to be particularly successful in relation to Behavioural and Social Interaction Difficulties.'  <a href="https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf">https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf</a>	2
Additional TA time to allow 'meet and greet', supporting new routines and the full integration of children with social and emotional needs.	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2
Wider Opportunities Music and instrumental lessons.	It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 4
Funding for trips and clubs to enable all children to participate in a wide range of experiences, which they	HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.  <a href="https://www.hse.gov.uk/services/education/school-trips.pdf">https://www.hse.gov.uk/services/education/school-trips.pdf</a>	4



would not otherwise have.		
Support from external agencies, in particular for those children who may be at risk of exclusion.  Educational Psychologist and Behaviour Support.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Uniform and other school purchases.	Although there is no conclusive evidence of school uniform having an impact on learning, EEF states that it may well affect ethos and feelings of belonging. EEF states that 'If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3

**Total budgeted cost: £134,374**

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 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.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, in line with all pupils at our school, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than we might have hoped.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has reduced overall since the year before, but remains a significant gap – particularly in writing. We will continue to monitor this to ascertain whether this is an ongoing trend.

A heavy focus was again put on supporting children's social and emotional wellbeing, and children and families were well-supported throughout the year. Our Family Support Worker again saw a huge increase in the number of families and children she works with, from 30 less than three years ago, to 69 now. The vast majority of families who require support are engaged the FSW, and access a wide range of additional services and support through her.

Pupil premium funding last year supported additional TA time in order to return to the successful Nurture and Positive Play interventions, which had run in previous years. The outcomes of these interventions continue to be monitored but have provided valuable support

to children returning to school post-pandemic, many of whom have anxiety and other social and emotional needs. Other interventions, such as Art Therapy, have successfully supported other individuals.

NTP Funding and Recovery Premium were used to fund Maths tuition in Y6 and Y5, and Phonics in Y2 and Y1. The Y6 children who received the tuition showed slightly accelerated progress when compared to their peers, although not all of them met the expected standard. Y1 Phonics results were not as high as previously, with some of the children who received the intervention achieving the required standard, and others falling short. However, after extensive analysis, they were many contributing factors this year, including the implementation of a new scheme, which may have caused these lower results.

Our observations continue to show that pupil behaviour, wellbeing and mental health were continues to be impacted, partly due to the lasting effects of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We want to continue to address these issues as a priority through the next strategy.

## 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

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We used in-class TA support to provide targeted academic support when required.
What was the impact of that spending on service pupil premium eligible pupils?	Children were well-supported both academically and socially/emotionally. Both service children made expected or greater than expected progress during the year 2021-22.