

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	349
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	November 2023
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	£135,078
Recovery premium funding allocation this academic year	£3262
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£138,340

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 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. We continue to see the impact of Covid-19.</p> <p>Whole school assessments at the end of Summer 2023 show gaps between Pupil Premium and non-Pupil Premium children across the school of: Reading - 9% (2022: 13%); Writing – 20% (2022: 23%); Maths – 8% (2022: 10%).</p> <p>Over time, data shows the gap is closing.</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 further exacerbated by the pandemic. We are also seeing 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 91 children in 68 families, a significant number of whom are disadvantaged. This number continues to rise.</p>
3	<p>Parental engagement with the school and supporting learning out of school e.g. homework, reading, spellings and dealing with behaviours. This includes difficulties with communication, language and literacy, oft</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 are also having an impact.</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. Disadvantaged children who made limited progress due to Covid-19 are supported to make accelerated progress. Disadvantaged children are supported to meet expected standard in core areas.	Data shows disadvantaged children make good progress from their starting points. Data shows that disadvantaged children who fell behind during Covid-19 have recovered to previous expectations. Data shows that an increased proportion of disadvantaged children are meeting expected standards in core areas and the gap has narrowed.
Disadvantaged children are emotionally supported to enable them to fully access the curriculum and learn effectively.	Boxall profiles and external reports from therapists show an improvement in learning behaviours and ability to settle in the classroom environment.
Parents and families are better able to support their children's education and are more engaged in the school community.	All families identified as benefiting from targeted support are engaged with the FSW, and outside agencies where appropriate.
Disadvantaged children have experienced a wide range of cultural, artistic, intellectual and sporting activities through the CARES curriculum. Disadvantaged children have been given access to a wide range of extra-curricular opportunities.	Children can articulate their experiences and these are evident in planning and books.

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: £47,100

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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Employment of additional teacher in EYFS/KS1 to maintain single year group classes and reduce class sizes	There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. This approach also supports Communication, Language and Literacy strategies which are shown to have good impact in the early years. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/	1, 2

children with SEND. SENCO time to support/develop staff in school.	363794/RR374A - Outstanding primaries final report.pdf	
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: £36,671

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Small group interventions – First Class @ Number, Success @ Arithmetic, phonics, SEN IEP etc. Including	Teaching assistants can provide a large positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1

resourcing and staffing.		
<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>Maths & Phonics funded separately with NTP grant (£5671). PP funding to top-up remaining 50%.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: £54,500

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 emotional needs.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 3

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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2
Lunchtime support for children with additional social and emotional needs (The Hive).	See above.	2
Music 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.' https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4
Funding for trips and clubs to enable all children to participate in a wide range of experiences,	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.	4

which they would not otherwise have.	https://www.hse.gov.uk/services/education/school-trips.pdf	
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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3

Total budgeted cost: £138,271

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using end of key stage performance data, phonics check results and our own internal assessments.

This is the first year for several years that data has been published, following the Covid-19 pandemic. We know that children in our school have been adversely affected by this period, and we continue to see the impact on pupil outcomes.

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. 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 2022/23 had improved from the previous year, but was still below our expectations in some year groups/subjects. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we can see the clear impact of some of our strategy activities. For example, the NTP Maths intervention saw 11/12 pupils achieve EXS in Maths at Y6, and all disadvantaged children in Y1 passed the PSC.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has once again reduced in all subject areas, but remains a significant gap in writing (20%). Our SIP for 23/24 aims to address this for all children, with a particular focus on CLL for our disadvantaged children.

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 continues to support many children – 69 families and 91 children now. The vast majority of families who require support are engaged with the FSW, and access a wide range of additional services and support through her.

Pupil premium funding last year again supported additional TA time to run successful Nurture and Positive Play interventions. The outcomes of these interventions continue to be monitored through Boxall profiles and show good impact, providing valuable support to children, many of whom have anxiety and other social and emotional needs. Other interventions, such as Art Therapy, have successfully supported other individuals, and we plan to extend this to Music Therapy next year.

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 greatly accelerated progress when compared to their peers, and 11/12 met the expected standard. Y1 Phonics results returned to the previous extremely high standards following a dip in 2023, with ALL disadvantaged children passing the screening check, compared to 86% of non-disadvantaged.

Our observations continue to show that pupil behaviour, wellbeing and mental health are an ongoing priority for the school. The impact of the pandemic and the cost of living crisis is particularly acute for disadvantaged pupils. We will 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 progress in all areas, meeting EXS, with the exception of one Y6 child who did not meet EXS in writing.