

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	333 (+ 23 Nursery)
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J Sadler Head Teacher
Pupil premium lead	A Griffiths Assistant Head Teacher J Sadler Head Teacher
Governor lead	Nabila Mughal-Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130,000

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.
- 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. These also link in closely with our wider school improvement work.

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. Our children now in EYFS/Y1 were affected by Covid, in particular through reduced exposure to early language and social opportunities.</p> <p>Whole school assessments at the end of Summer 2024 show gaps between Pupil Premium and non-Pupil Premium children across the school of: Reading - 23% (2023: 10%); Writing – 23% (2023: 20%); Maths – 18% (2023: 3%).</p> <p>Over time, data shows the gap had begun to close but has widened again in the most recent data.</p>
2	<p>Observations, external agency support and diagnostic tools show that the emotional health and wellbeing of families and children has suffered post-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 75 children in 60 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. This includes difficulties with communication, language and literacy, often further impacted by families with EAL.</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
<p>Disadvantaged children make good progress in core curriculum areas.</p> <p>Disadvantaged children are supported to meet expected standard in core areas.</p>	<p>Data shows disadvantaged children make good progress from their starting points.</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 and outside agencies 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> <p>Extra-curricular opportunities are taken up.</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: £44,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teacher in EYFS/KS1 to maintain single year group classes and reduce class sizes	<p>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.</p> <p>This approach also supports Communication, Language and Literacy strategies which are shown to have good impact in the early years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
Opportunities for staff to improve teaching and learning through observations/ team teaching/ sharing good practice.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1
<p>Improve the quality of provision and monitor outcomes of children with SEND.</p> <p>SENCO time to support/develop staff in school.</p>	<p>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.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A - Outstanding primaries final report.pdf</p>	1, 2
Improve the quality of provision and monitor outcomes of	See above.	1, 2

<p>Pupil Premium children.</p> <p>Dedicated Leadership Time time to support/develop staff in school – including AHT, Maths & English time, Pupil Progress meetings.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time (afternoons) in year group with high % of PP children to deliver interventions and in-class support.	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
<p>2 x Full time TAs maintained in Reception, and 1 x FT in Y1 to support early language development, CLL and phonics.</p> <p>Additional TA hours in Y3/4 to support mixed classes.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1

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

Budgeted cost: £50,500

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 provision (training for new staff and staffing).	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2
Art Therapy sessions run by a visiting art therapist, for children who have experienced trauma and require emotional support.	<p>Study shows that for children, 'art therapy has been shown to be particularly successful in relation to Behavioural and Social Interaction Difficulties.'</p> <p>https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf</p>	2
Additional TA time to allow 'meet and greet', supporting new routines and the full integration of children with social and emotional needs.	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2
Wider Opportunities Music and	It is important to remember that arts engagement is valuable in and of itself and that the value of arts	1, 2, 4

instrumental lessons.	<p>participation should be considered beyond maths or English outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Funding for trips and clubs to enable all children to participate in a wide range of experiences, which they would not otherwise have.	<p>HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.</p> <p>It also helps pupils develop their risk awareness and prepares them for their future working lives.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p>	4
<p>Support from external agencies, in particular for those children who may be at risk of exclusion.</p> <p>Educational Psychologist and Behaviour Support.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Uniform and other school purchases.	<p>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.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3

Total budgeted cost: £129,700

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using end of key stage performance data, phonics check results and our own internal assessments.

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. There is a significant difference between the cohort profiles of both disadvantaged and non-disadvantaged pupils, and it is difficult to draw conclusions as draw comparisons between and across year groups.

We continue to 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. However, outcomes in the Y1 Phonics Screening were lower than last year, with just 50% of disadvantaged children passing (5/10), compared to 88% of non-disadvantaged children. Investment in the Phonics intervention was much less this year (due to much reduced NTP grant), which is likely to have impacted on outcomes.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in Y1-6 overall has widened in all core subjects, after several years of the gap closing. Our SIP for 24/25 aims to address this for all children, with CLL in order to improve outcomes in Reading and Writing. Progress of disadvantaged children has improved in Writing, an indication that school improvement and strategy work from last year is beginning to have impact. However, it has fallen slightly in Reading and Maths. Close monitoring of this group will continue to form part of Pupil Progress meetings next year.

Outcomes at the end of KS1 (Y2) were extremely positive, with the attainment of disadvantaged children higher than that of non-disadvantaged children in all key areas. This was not the case in EYFS or Y1, where this is a considerable attainment gap; this will need careful monitoring as the cohorts move through as the maintenance of smaller classes to support CLL is a significant cost.

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 – 60 families and 75 children; this is a slight reduction from last year. 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. Of the 22 children who took part in 'Nurture', 9 were Pupil

Premium and all made good progress against their targets, with many of them being more settled and confident in a classroom setting. Our Music Therapist has also successfully supported individuals and groups, and we plan to make use of an Art Therapist for one day a week next year.

Our observations continue to show that the behaviour, health and wellbeing of our children and families are an ongoing priority for the school. The impact of the cost of living crisis is particularly acute for disadvantaged pupils in our community. We will continue to address these issues as a priority through the next strategy and the school improvement plan.

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 only had one child (Y6) receiving Service Pupil Premium funding in the year 2023-24. The child was supported with TA time in class, and also by the FSW.
What was the impact of that spending on service pupil premium eligible pupils?	The child in receipt of funding achieved EXS in Writing and Maths, and GDS in Reading at the end of KS2. They participated fully in transition activities at the end of Y6.