

Pupil premium strategy statement

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	Stenson Fields Primary Community School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£119,945
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134,155

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 2021 show gaps between disadvantaged and non-disadvantaged children across the school of: Reading - 17%; Writing – 26%; Maths – 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 has been adversely affected by the pandemic and school closures. 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 78 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. 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.</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 who made limited progress due to Covid-19 are supported to make accelerated progress.</p>	<p>Data shows disadvantaged children make good progress from their starting points.</p> <p>Data shows that disadvantaged children who fell behind during Covid-19 have recovered to previous expectations.</p>

Disadvantaged children are supported to meet expected standard in core areas.	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 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.
<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>	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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to the SIP and Performance Management targets. Purchase of 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
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 children with SEND. SENCO time to support/develop staff in school.	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/363794/RR374A - _Outstanding primaries final report.pdf	1, 2
Improve the quality of provision and monitor outcomes of Pupil Premium children.	See above.	1, 2

Dedicated Leadership Time time to support/develop staff in school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,000

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. Including resourcing and staffing.	Teaching assistants can provide a large positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Engaging with the National Tutoring Programme (Tuition Partners) to support children in Y6 whose learning (Maths focus) has been affected by the pandemic. Primarily funded separately with NTP grant (£9,312). Recovery Premium to top-up remaining 30%.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Recovery Premium used to fund phonics/reading recovery teacher 2 days a week – KS1 focus.</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
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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 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).	<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
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	Study shows that for children, 'art therapy has been shown to be particularly successful in relation to Behavioural and Social Interaction Difficulties.'	2

children who have experienced trauma and require emotional support.	https://www.coram.org.uk/sites/default/files/resource_files/Creative%20Therapies%20Literature%20Review%20-%20Coram%20final%2008.11.2017%20%28web%29.pdf	
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, which they would not otherwise have.	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. https://www.hse.gov.uk/services/education/school-trips.pdf	4
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	3

	<p>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>	
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Total budgeted cost: £128,500

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 2020 to 2021 academic year.

Due to Covid-19 and school closures from January to March, the intended actions were not able to be carried out in full and Pupil Premium children needed to be supported in ways which had not originally been planned for.

Academic outcomes for all children, including the disadvantaged were lower than normal, particularly in KS1, and in Maths across the school. This is due to large portions of the curriculum needing to be taught remotely, or with other significant restrictions, such as limited opportunities for group interventions within the bubble system.

A heavy focus was put on supporting children's social and emotional wellbeing, and children and families were well-supported throughout the year. Our Family Support Worker saw a huge increase in the number of families she works with, from 30 less than two years ago, to over 60 now. During school closures the school offered substantial practical support with accessing remote learning as well as emotional support during which were extremely challenging times for many of our families. Pupil premium children were prioritised for laptops when they became available and vulnerable children invited into school wherever possible. Although this intensive support had a positive impact on many families, it was evident that engagement of disadvantaged children with remote education was poorer than other children.

Pupil premium funding last year supported additional TA time in classes in order to help provide both the emotional and academic support needed whilst operating within the bubble system. This funding was redirected from Nurture and Positive Play interventions, which were unable to take place due to Covid-19 risk assessments.

Catch-up Premium and some Pupil Premium funding was used for a very effective Phonics intervention, which ran in Y2 in the Autumn Term, and Y1 in the Summer Term. This led to 84% of Y2 children passing the Phonics Screening in December 2020, which considering the complex needs of the cohort, was a positive result. In-school data suggests that the same screening for this year's Y2 will show an even more positive picture.

NTP was used to provide additional tutoring for small groups of Y5 children in Reading, with the aim of accelerating their progress prior to the move into Y6. In-school data shows that this had a positive impact overall on reading outcomes in Y5.

Our observations show that pupil behaviour, wellbeing and mental health were significantly impacted last year, often due to 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 increased TA hours in classes to allow additional in-class support as and when needed for service children. This is because they were unable to access the usual group interventions and support due to Covid-19 restrictions.
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 2020-21.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.