# Owl%20LogoPupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 376 |
| Proportion (%) of pupil premium eligible pupils | 20% (76 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023  (the aims cover 3 years but we have focused on a funding overview for one year) |
| Statement authorised by | Amie James |
| Pupil premium lead | Amie James/ Alison Allerton |
| Governor / Trustee lead | Pauline Matheson Marks |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £109 052.00 |
| Recovery premium funding allocation this academic year | £2827.50 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £111 879.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Standens Barn Primary School we aim that all children, irrelevant of their background, circumstances or the challenges they face will reach their full potential, make good progress and achieve high attainment across all areas of the curriculum.  Our strategy outlines how we will support our disadvantaged children to ensure they have the same experiences and opportunities to enable them to make excellent academic progress in line with their peers both in our school and nationally. We want to ensure we develop the skills they need to achieve their goals and to reach for their aspirations.  Our aim is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying their individual needs and barriers to learning to enable us to provide an effect support package, allowing each child to learn at their best. Our approach is responsive to common challenges and individual needs. Needs are identified through comprehensive analysis of data following assessment of both academic and emotional need where impact of intervention is then monitored and adjusted to match individuals.  Objectives and aims:   * To narrow the gap between disadvantaged and non-disadvantaged pupils * For all disadvantaged pupils in school to reach age related expectations by the end of Key Stage 2. * To ensure high quality teaching is the foundation for progress and success. * To ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining. * For early identification and intervention processes to be in place to ensure gaps in academic and social development are addressed quickly and effectively * For a whole school approach to be used- where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment. * To provide high quality pastoral and well-being support which focuses on the social and emotional development of pupils, ensuring they are ‘ready to learn’, feel happy and safe and to also develop their character and BEST (school ethos) principles. * To address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital through continuing to provide high-quality pastoral support. * To ensure Pupil Premium funding reaches the pupils who need it most- ensuring its allocation is used following analysis of individual children, groups and cohorts. * For support to be offered to children and families so learning can be access at home to enable disadvantaged children to progress and consolidate learning.   School Context:  Standens Barn Primary School is a 2-form entry. the school is located in Northamptonshire with 45% EAL and 14% SEN.   * The school location deprivation indicator was in quintile 2 (less deprived) of all schools. * The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Rise in SEMH and increased numbers of children with complex difficulties  Following chronologies devised, observations and discussions with pupils, staff, families and outside agencies, we have identified social and emotional issues for many pupils, notably due to anxieties, difficulties with social communication, learning resilience and attachment/trauma based difficulties. These challenges affect disadvantaged pupils in many ways including their attainment, emotional regulation and responses to given situations and circumstances and readiness to learn. |
| 2 | Inward mobility across our school remains high and has serious impact on children’s attainment. A number of children join our school throughout the school year and they require further support with curriculum input and in some cases in addition to learning English as an additional language or with SEND.  For example, in Yr 6, 9 new starters since beginning of Year 5 (3 of these are PP, 6 are EAL). |
| 3 | Limited wider experiences which affects their knowledge and understanding of the world around them and the vocabulary they hear. This therefore impacts their literacy attainment and their comprehension and inference skills. |
| 4 | The attendance of our pupil premium children as a group is collectively lower than the whole school and non-pupil premium children. In 2021-2022, attendance for pupil premium was 90.6% whilst non pupil premium was 93.5%. |
| 5 | In some cases, support and engagement from home, access to resources and wider experiences are limited, such as satisfactory home environment, reading books, uniform, food and technology. |
| 6. | Higher portion of children with pupil premium enter school with lower baseline scores and this therefore impacts attainment as they move through the school. |

## 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 raise self-confidence, self-belief and sustain improved well-being and resilience for all pupils including those who are disadvantaged pupils. | Children to be settled within school environment, access learning successfully and consistently and face challenges readily and with persistence and enthusiasm. Children to seek help when needed, develop their emotional regulation and respond with appropriate actions to difficult circumstances. |
| To achieve and sustain improved attendance for all children particularly our disadvantaged children. | To narrow the gap between pupil premium children and non-pupil premium children  All children to attend school daily and on time |
| To improve progress and attainment in reading, writing and maths for disadvantaged pupils- to enable them to reach the targets as set by previous outcomes and current attainment from Reception to Year 6. | To ensure that EYFS, KS1 and KS2 reading, writing and maths outcomes are at least age-related expectations. |
| To continue to improve phonics outcomes at the end of EYFS and KS1 | To ensure that phonics outcomes for end of EYFS, Year 1 and 2 for all groups are at age related expectations. |
| For PP children to be in school uniform and taking part in available school activities/clubs.  For PP children to have access to the breakfast club through a subsidy from the voucher to support attendance if needed. | Children will access all given opportunities including visits and extra-curricular clubs and will attend school daily and on time. |

## 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: £ *60 000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All appropriate staff to receive CPD for phonics from lead professionals and InMAT  RWInc interventions to be identified for those pupils who are not on track  Additional teacher in EYFS, Year 1 & Year 2 with a specific focus on raising Phonic attainment.  Coaching, modeling and monitoring of RWInc by Phonics Lead to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children is focused on | Research shows the importance of children gaining phonics skills at an early age and early identification and the impact on future attainment  Use of an accredited phonics programme | 2, 3, 6 |
| Maths and English subject leads to attend training and share with staff in designated meetings and coaching sessions.  Year group specific Maths training eg EYFS  PiXL assessments completed following data calendar 2022/2023 across all year groups. RSL to support staff to ensure QLAs guide practice and identify learning gaps and to ensure adaptions are based on impact. | Use of research based assessment tools and QLA to address need and identify gaps in learning. |  |
| X4 Year 6 teachers support for Maths - 4 mornings a week.  PiXL assessments completed following data calendar 2022/2023 across all year groups. RSL to support staff to ensure QLAs guide practice and identify learning gaps and to ensure adaptions are based on impact.  Teachers to make adpations based on impact, identify gaps in learning and to deliver Maths therapies | This gives more opportunity to focus on PP children in the class room due to smaller class sizes, by ensuring that the inward mobile PP children are supported.  This also gives support to the children with EAL in the classroom.  The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs  As a result, small group teaching can improve learning by an additional four months’ progress over the course of a year. | 2, 3, 6 |
| X4 Year 6 teachers support for Reading and Writing- 4 mornings a week.  Implementation and embedding of Jane Considine ‘The write Stuff’ strategies | This gives more opportunity to focus on PP children in the class room due to smaller class sizes, by ensuring that the inward mobile PP children are supported.  This also gives support to the children with EAL in the classroom.  The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs  As a result, small group tuition can improve learning by an additional four months’ progress over the course of a year. | 2, 3, 6 |
| To ensure each class has 1 Teaching Assistant to support learning for Reading, Writing and Maths. | This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to  support class management.  This ensures that quality first teaching is the priority with pre-teaching and post keep up used to support learning.  PP children are identified in RS meetings and on RS plan and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in the RS plan.  *The EEF Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months’ progress over the course of a year.*  Research by the *EEF* (‘Making the Best Use of Teaching Assistants’ 2015) states that when teaching assistants deliver structured interventions of this nature as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months’ progress. | 1, 2, 6 |

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

Budgeted cost: £31 572.5

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| RWInc interventions to be identified for those pupils who are not on track  Additional teacher in Year 1 & Year 2 with a specific focus on raising reading, writing and maths attainment.  This gives additional intervention and support groups for Literacy and Maths and allows children to ‘keep up not catch up’  Support will be given through intervention and/or follow up to misconceptions in the classroom teaching. | Research shows the importance of children gaining phonics skills at an early age and early identification and the impact on future attainment  Use of an accredited phonics programme  The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs  As a result, small group tuition can improve learning by an additional four months’ progress over the course of a year. | 2, 3, 6 |
| Additional teacher support to ensure a specific focus on raising Phonic in KS2- additional teacher to undertake coaching, modeling and monitoring of RWInc to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children is focused on | The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs  As a result, small group tuition can improve learning by an additional four months’ progress over the course of a year. | 2, 3, 6 |
| A non-class based SENDCo role to ensure support is identified early and interventions in place swiftly  To commission need related agencies to support identified pupils. | *EEF:*  *The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.*  *Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.* | 1, 2, 6 |
| To ensure each class has at least 1 Teaching Assistant to support learning for Reading, Writing and Maths and SEMH for those children with high levels of low attaining PP/ and or PP with SEND | This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to  support class management.  This ensures that quality first teaching is the priority with pre-teaching and post keep up used to support learning.  PP children are identified in RS meetings and on RS plan and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in the RS plan.  *The EEF Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months’ progress over the course of a year.*  Research by the *EEF* (‘Making the Best Use of Teaching Assistants’ 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months’ progress.  *The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.*  *Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.* | 1, 2, 6 |

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

Budgeted cost: £ *20 307*

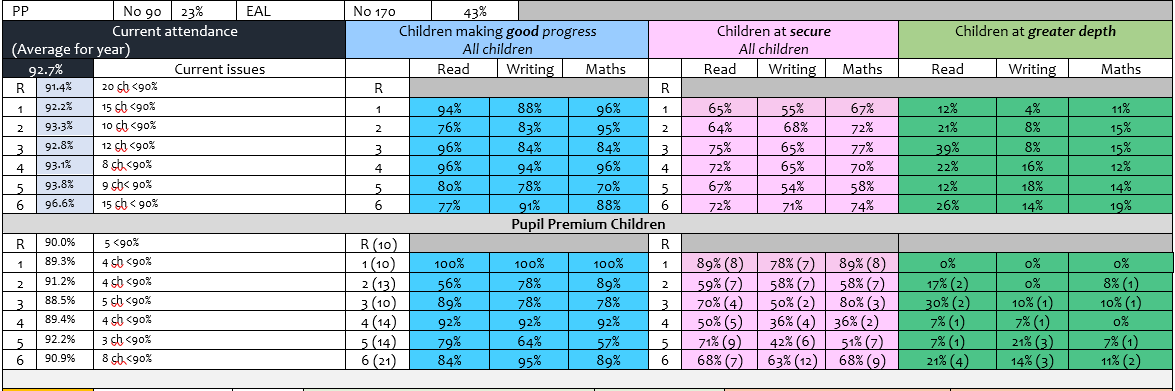
|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure the continuation of a part time Learning Mentor role  The learning mentor will work with children in the classroom or have check ins with them. They will discuss positive learning outcomes in school and what the barriers are to coming to school on a weekly basis. | The *EEF* states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring.  The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.  *The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.*  *Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.* | 1, 4, 5 |
| To ensure the continuation of a full time FSW/Early Help Lead role  The Early Help Lead will also discuss attendance with families and to discuss and offer support with homework strategies with families. | *EEF:*  *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.* | 1, 4, 5 |
| Attendance to be closely monitored through safeguarding supervision termly and weekly meetings and daily scenarios.  Attendance procedures to be followed including parental meetings, EHA and contracts  Referrals sent to EIP team and support sought from SASS  Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | Higher attendance rates mean that there is a greater chance of pupils reaching age related expectations.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 4, 5 |
| To allocate a £30 virtual voucher to parents for each child currently on Free School meals to help with costs incurred through the school. | Gives parents with FSM entitlement the opportunity to reduce costs for school activities/uniform enabling the children to access all opportunities school provided  Have additional PE uniform in school for children  *EEF:Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.*  *Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.*  *Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.*  *Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.* | 5 |
| To allocate £300 donation towards our Standens Barn food bank and establish donations from parents, local businesses and staff | Gives parents with FSM entitlement the opportunity to reduce costs/free uniform enabling the children to access all opportunities school provided | 5 |
| To establish Standens Barn uniform swop and shop |  | 5 |
| To allocate £60 to buy a number of plastic lunch boxes to use instead of FSM white bags in KS2 |  | 5 |
|  |  |  |

**Total budgeted cost:** £111, 879.5

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| 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.  Data from tests and assessments suggest that, despite some strong individual and cohort performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. Also, in some instances due to the number of joiners to our school we have been unable to ‘track’ the effects and impact of Covid 19 as we have limited knowledge in relation to engagement during school closures etc. This could also be reflective of the high proportion of PP pupil who are also SEND  In some cohorts, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils  However, where we saw progress this was as a result of programmes of study, curriculum changes, interventions and structures in place.  The overall outcomes for Year 1 Phonics Screener Checks at 84% were excellent with pupil premium children achieving higher at 89%. We are now striving to continue to achieve this or higher at the end of this academic year especially with the implementation of Read Write Inc and the associated interventions.  Absence among disadvantaged pupils was 3.5% higher than their peers in 2021/22. We recognise this gap is too large which is why we are raising the attendance of our disadvantaged pupils is a focus of our current plan.  Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to parental engagement, wellbeing and mental health remain significantly higher than before the pandemic. |



## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Assessment and interventions | PiXL |
| Gymnastics and multi skills clubs | Pacesetters |
| Musical Theatre club | Limelight |
| Play therapy and SEMH support | JOGO |
| Physical development and self-regulation | Thrive Occupational Therapy services |
|  |  |