

Pupil premium strategy statement

Stoke St Michael Primary School 2022- 2023

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	56
Proportion (%) of pupil premium eligible pupils	12/56 = 21.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mel Vincent – Co-Head
Pupil premium lead	Mel Vincent – Co-Head
Governor / Trustee lead	Nick Cramp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17, 645
Recovery premium funding allocation this academic year	£1668
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	N/A
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17, 645

Part A: Pupil premium strategy plan

Statement of intent

- *To provide a broad, balanced and enriched curriculum to ALL pupils.*
- *To ensure pupils have equal access to a good well being and education.*

Challenges

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

Challenge number	Detail of challenge
1	Pupil and parental voice indicates cost of living crisis, sleep deprivation, lack of adequate home heating, impact of pandemic, hunger contribute to poor attendance and punctuality.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers. This negatively impacts their development as mathematicians.
4	PP pupils can demonstrate a lack of self-confidence and a deficit of independent learning skills and concentration on occasion. Pupils need a higher profile in the school in order to develop confidence and self-esteem.
5	Assessments, observations, and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Lack of enriching and quality cultural experiences affects learning across all subject areas: pupils need increased access to high quality out of school experiences to close the cultural capital gap.

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>1) <u>Improved Attendance</u> Achieve ambitious and sustained improvement in attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> all pupils sustaining a 'good' attendance rate of 96% or above.
<p>2) <u>Improved Reading Outcomes</u> Improve reading attainment among disadvantaged pupils.</p>	<p>Phonics Screening in Year 1 and Reading outcomes at the end of Key Stage One and Key Stage Two show:</p> <ul style="list-style-type: none"> more than 90% of disadvantaged pupils met the expected standard.
<p>3) <u>Improved Maths Outcomes</u> Improve maths attainment for disadvantaged pupils at the end of EYFS, KS1 and KS2.</p>	<p>Maths outcomes in 2024/25 show:</p> <ul style="list-style-type: none"> more than 90% of disadvantaged pupils met the expected standard.
<p>4) <u>Improved Pupil Well-Being</u> Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a reduction in ESBA (Emotional School Based Avoidance) increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>5) <u>Improved Oracy</u> Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate:</p> <ul style="list-style-type: none"> significantly improved oral language among disadvantaged pupils: Evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>6) <u>Broad Cultural Capital Experience</u> Close 'Cultural Capital' gap</p>	<p>Intelligently designed Creative Curriculum ensures that:</p> <ul style="list-style-type: none"> Disadvantaged pupils experience enriching and quality cultural learning experiences that reinforce essential life skills and curriculum knowledge.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PIRA and PUMA diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	2,3
CPD for all staff in teaching systematic synthetic phonics and resourcing of RWI	The EEF summary of evidence in the 'Teaching and Learning' Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1,2,5,6
Additional teacher in Early Years to give capacity to class teachers to provide small group and focused teaching	The EEF summary of evidence in the teaching and learning toolkit shows that small group tuition has a positive impact on pupil attainment and improved oracy.	1,2,3,4,5,6
Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral language approaches include: <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	2,3,5
Focused teaching in RIC lessons which explicitly teach reading	The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'.	2,3,4,5,6

comprehension and inference strategies	<p>RIC lessons in KS2 teach pupils a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum focused, dialogue and interaction. 	
Use INSET days to drive and create a contextual Creative Curriculum	<p>The OFSTED Report: Learning Creative Approaches that raise standards states that:</p> <ul style="list-style-type: none"> • In their curriculum planning, all schools should; balance opportunities for creative ways of learning whilst securing coverage of National Curriculum subjects and skills in their own right. 	2,3,5,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Read Write Inc sessions for pupils who are not yet at the expected standard in phonics and reading.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 and small group tuition has a positive impact on pupil attainment	2,3,4,5,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Based School Training	Children with high ACE score, Looked After Children (currently or previously) are at higher risk of falling behind academically due to their often difficult start in life and ongoing difficulties.	1,4,6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

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.