**2022-23 Pupil Premium spend**

Based on October census data the funding for April 2022 is as follows:

DPP £1345 x 36 = £48,420

PLAC £2345 x 7 = £16,415

Service £300 x 5 = £1,500

Total 46 children **£ 66,335**

**Barriers to learning at Stockham School**

We have identified that some of the pupil premium children’s barriers to learning are:

* Cultural capital and aspirations fluctuation
* Parental engagement with school
* Internet access and devices
* Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
* Attendance
* The number of pupils who are in receipt of Pupil Premium and also on the SEN register
* Behaviour – pupils with specific social and emotional needs which affect their learning

At Stockham School, we are dedicated to providing tailored, individual support for all children who are in receipt of pupil premium funding or who the school may deem ‘vulnerable. A range of resource and interventions are identified below to support a range of children in receipt of Pupil premium funding. Children from Forces families are nurtured and receive targeted support and intervention through difficulty family situations. Further support can be given to families who reach higher thresholds of need.

This year we intend to use the money for:

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| **Actions taken Target pupil group – pupils eligible for Pupil premium funding** | **Why we are taking these actions** | **Cost** | **Impact** |
| * **Curriculum drive training** | Teachers and TAs will explore the cultural capital difference in PP chn and non PP children to ensure all opportunities are available. | £800  Plus £1500 for curriculum folders for 6 subject areas | Teachers and staff have begun to develop a progressive curriculum with clear milestones. Children are linking their learning to previous and next learning, using higher tiered vocab. Cultural capital has been planned for in a bespoke way to ensure opportunities and experiences for all. |
| * **3rd Space learning** | 12 sessions of 3rd space learning. 1:1 online maths tuition for individual children. To ensure children make accelerated progress in maths and reach expected national level. (Year 5) | £2,600 | Autumn – Spring 3 children made better than expected progress in raw scores. 2/3 of the 3rd space learning have now moved to reaching expected end of year 5 standard. |
| * **Gooseberry Planet online ICT safety** | To provide additional protection for all children and parents regarding online safety.  Children will be better informed about areas of safety such as Grooming, sexual exploitation, radicalisation and social networking. | SPS paid and shared cost. Reduced to £300 | Used throughout the school. Updates sent to parents re: internet safety. Whole school online safety sessions took place both in school and at home. Children have better awareness of keeping themselves safe, not sharing private information and how to get help. |
| * **Family learning/play sacks** | Early Years and KS1 sacks to include resources and activities to increase both academic and social skills. Sacks include playdough, writing equipment, maths games, reading books and story puppets.  To provide resources to homes in order to allow parents and children to better interact, taking the pressure off parents to prepare resources.  To improve communication between school and home for families where children are underachieving in writing and spoken English. | £600 | Children and families have benefitted from new or additional resources to support children’s learning and behaviour at home. Positive relationships with parents have been made. Links from home to school learning have strengthened long term memory of knowledge and skills whereby children are using more confident in the classroom. |
| * **Breakfast club**   **1 x HLTA supervising the club, food and running costs.** | Free breakfast club for PP/vulnerable children.  To promote good attendance and punctuality.  PP children attended on a regular basis throughout the year.  To improved behavior/transition from home school life. | 2 x 1 hour of TA support – (39 weeks)  Food hygiene certificate and training for HLTA.  Running costs and food  £6,500 | 8 PP children attend breakfast club throughout the week. Improved behavior/transition from home school life reported.  Skills such as independence has been a focus this year.  Improved social times with friends, improved punctuality, helping with emotional well-being and children feeling more secure and looked after by older children in the school. |
| * **Forces family support** | TA support when first transitioning from a new school/area.  Home school link worker allocation for parents and working with children in school –support for ‘feeling isolated, change, making new friends, confidence, feelings of loss’. Social and emotional story books can be sent home eg: ‘My Daddy is going away, making friends, night catch, I love you near and far’  Additional time with TAs for forces children –linked to communicating with the parent who may be serving away. | Included in cost of TAs and HSLW | Offered to families but not needed last year. |
| * **Increased SENCO time in school** | Dedicated time to supporting the writing of EHCP’s, making CAMHS referrals, coffee morning with SEN/PP families | £7,000 | 5 new EHCP and 1 x additional funding requested in 2022. Support has been exceptional for chn with EHCPs transitioning to secondary school. SENCo has successfully worked alongside Early years provision practitioners and OXSIT to ensure smooth transitions into Foundation class ready for Sept 23. |
| * **1:1 TA tuition in Maths and English** | To raise the attainment and progress in reading for pupil premium children by the end of Year 6 and close the gap compared to nationally. | £1,500 | 4/5 PP children achieved expected or greater depth in reading. |
| * **Phonics resources and training** | To provide continued phonics training in order to ensure that all new staff are equipped with the skills to effectively teach and support the pupil children across key stage 1 and 2 | £400  £3,300 (Twinkl scheme) | 86% (90% with chld who left) of Year 2 passed retakes. 82% Year 1 pupils passed the phonics screening. Continuation of Twinkl scheme in 2023) |
| * **Less able and Gifted and Talented workshops to include PP children** | Social skills are developed through participation in a range of clubs provided by the school or external providers  Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities  Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence | Sports competitions calendar –see huge success in sports premium report.  More able writer workshop supported 35 chn across KS2 with the theme of poetry. | |
| * **Additional Yr 6 TA Support** | To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally. | 12 hours of TA support  £4,100 | 4/5 PP children achieved either greater depth or expected in maths, reading and writing. |
| * **Trip/experiences/after school club financial contribution** | Pupils are able to participate fully in school trips and residential trips.  Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential.  Music lessons part or whole funded for PP children.  After school paid clubs funded through PP –Martial arts, tennis, football etc | £15 x 35 weeks Piano = 525  Sports clubs approx £2.50 a session 35 weeks =£87.50  Holiday camp -£35 a day  £2000 total | 2 x PP chn with piano lesson  4 x children receiving half term sports clubs to support well-being of parents during the summer and Easter breaks.  6 x PP chn supported with clubs such as martial arts and football |
| **Therapeutic play skills and ELSA**   * **Additional Teaching Assistants to work with vulnerable pupils including those attracting Pupil Premium.** | To provide dedicated time and support (1:1 and group) to help build pupils emotional development.  To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom | HLTA one day a week plus supervision and resources costs £2,100 | New Elsa to be appointed as previous TA retired this year. |
| * **Music lessons** | Children who would not usually engage in learning a new skill or instrument are funding to take part in lessons and loaned an instrument to take home. | Brass lessons supported: |  |
| * **Play therapy** | To provide dedicated time and support (1:1 and group) to help build pupils emotional development.  To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. 6 children for 12 week blocks. 3 blocks in total (18 chn) | Teacher main scale salary 1x a week plus  Supervision fees  £6,400 | See SDQs and end of play therapy reports for progress. |
| * **Clear Sky Playful parents programme** | The Playful Parent’s Programme is a relaxed series of workshops for schools to support parents and help strengthen their relationship with their child. An experienced Play & Creative Arts Therapist shares new skills, through playful activities, to empower parents and promote better mental health for both children and their families. 10 afternoon sessions for 6-8 families. | Heart to Heart parent and child sessions to take place 23-24 | |
| * **Therapy dog sessions** | April 22 onwards. Weekly visit from school therapy dog to support vulnerable children across the school. | Therapy dog in school every Thursday. Supported all children but in particular 3 new starters and 4 chn with SEND needs to settle into school in the morning. | |
| * **Home-school link worker** | Our Home School Link worker, Suzanne Clark enables the most vulnerable children in our school to discuss problems and issues in confidence, enables them to develop their confidence, build their self-esteem and strengthen links between school and home. | Suzanne works alongside 13 families in school. Families are supported through a different connection/communication route to school. TAF and Child protection meetings have clear pupil voice and furthered support given.  Transitions from children joining Stockham School have been strong as Suzanne is a partnership link worker and therefore knows some of the families already. | |
| * **Food bank donations** | HSLW application for 6-10 families to be supported with emergency food donations |  | Used for 3 families across the school. Referrals made at all possible points. |
| * **Educational Psychologist support** | Employing an Educational Psychologist enables the school to have high quality advice and support for individual Pupil Premium and other children. (5 days) | Reports for ECHPs have given strong evidence for the application process.  Parent/carer coffee mornings have taken place throughout the year to support Year 6 transition, school refusal, ADHD and anxiety. Attended by 6-10 families each tiem. Topics for next meetings are influenced by parents’ needs. | |
| * **SNAST support** | Employing a SNAST enables the school to receive high quality support and guidance to help the pupil premium and others to make accelerated progress. (fortnightly) | Whole school observations for over 20chn. NARA tests carried out to support Year 6 SATs additional help requests.  Our SNAST has led staff meetings and training on Autism and inclusive practice. | |
| * **Forest School** | Pupil premium children and others are able to enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.  To provide clothing and equipment for vulnerable families.  Children have had the opportunity to learn outside of their comfort zone.  Improved team building and sharing skills. | Children enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.  Children have had the opportunity to learn outside of their comfort zone.  Improved team building and sharing skills. | |
| * **Opportunity to attend paid after school clubs through school funding** | Pupils are able to participate fully in school trips and residential trips  Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residentials | 3 x chn piano lessons  1 x martial arts club  2 x football club  1 science space given | |
| * **Additional teacher/cover supervisor to release staff to conduct lesson studies focusing on quality first teaching and closing the gap with PP children.** | Staff are able to have quality time to work together, sharing best practise to improve outcomes for pupil premium and other groups. |  |  |
| * **Additional resources to support individual needs.** | This has been clothing, games, books enabling children to feel fully supported  PP children with SEND are provided with resources such as fiddle toys, pencil grips, dyslexia specific exercise books and learning resources. |  |  |