



Stockham Primary School - Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stockham Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	FSM = 17.8% of the school PP = 25% of the school
Academic year/years that our current pupil premium strategy plan covers.	2023 - 2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Board
Pupil premium lead	Ruth Burbank - Headteacher
Governor / Trustee lead	Fiona Henderson PP lead for Governors

Funding overview

Detail	Amount
Based on October census data 2023 the funding for April 2024 is as follows: DPP (FSM) £1455 x 37 = £53,835 PLAC/LAC £2530 x 12 = £30,360 Service £335 x 5 = £1,675 Total 54 children £85,870	
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	£85,870

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 'Soar High' by making good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who may already be high attainers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Common barriers to learning for our disadvantaged children at Stockham School can be:

- poor emotional and social skills on entry to school
- gaps in knowledge and skills, particularly in phonics, reading, writing and maths, including those due to the impact of Covid-19
- SEND (including SEMH) or other learning difficulties including language and communication skills and lack of confidence and resilience
- Curriculum diversity and depth

There may also be complex family situations that prevent individual children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 in reading, writing and maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support via additional teachers and TAs
- Financially support educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom and continue to build their self-esteem.
- Support the funding of specialist learning software to help fill learning gaps and provide practice for the children of basic skills.

- Behaviour and nurture support by providing activities to engage and promote Stockham’s vision and values and thus enhance learning.
- The provision of a Home School Community Link Worker, play therapist & a trained Teaching Assistant to deliver ELSA sessions to support social, emotional and mental health needs as well as attendance.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1.	<p>SEMH/SEND – Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closures and safeguarding issues that have arisen. These challenges particularly affect disadvantaged pupils, including their attainment and their attitudes to learning and school.</p> <p>SEND needs are increasing across the school – Stockham School now has SEND % significantly above national average (school - 24%, NA -16%). The school is dedicated to ensuring every SEND child has the appropriate provision.</p> <p>Teacher referrals for support have markedly increased during the pandemic.</p>
2.	<p>SPEECH AND LANGUAGE AND WRITING- Baseline and other assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more noticeable among our disadvantaged pupils than their peers.</p>
3.	<p>CURRICULUM PROGRESSION AND DIVERSITY - All children will be taught in a way in which challenges and questions them.</p>
4.	<p>PHONICS AND EARLY READING- Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with reading and phonics than their peers. This negatively impacts their development as readers. Often these pupils have less support at home for reading and do not make as much progress.</p>
5.	<p>Continued IMPACT OF CLOSURES - Our school assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies (EEF).</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils	Writing in school remains an area for development, particularly those children who are FSM or non send.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Area for development is fluency and recall of number facts
Improved phonic & reading outcomes for KS1 and KS2 disadvantaged pupils.	Assessment phonics score information indicate disadvantaged attainment is in line or better than their peers.
To provide a diverse and rich curriculum for all children including children from disadvantaged backgrounds.	Higher level vocabulary, exposure to new experiences, trips etc to ensure children are consolidating learning and committing to long term memory.

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)

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train staff in the DFE validated Twinkl Phonics Programme purchase associated reading books to secure stronger phonics teaching for all pupils training and books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
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. 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.	2,3,5
Continued Increased pastoral (SENCO, ELSA, play therapy, HSLW, agencies) time in school	Dedicated time to supporting the writing of EHCP's, making CAMHS referrals, coffee morning with SEN/PP families. Additional time for EHCPs and additional funding requests. Support for SEND children transitioning to secondary school. SENCo to successfully work alongside Early years provision practitioners and OXSIT to ensure smooth transitions into Foundation class ready for Sept intake.	1,3
Enhancement of our maths teaching and curriculum	The DFE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the	3,5

planning in line with DFE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access BBO Maths Hub training and CPD (including Teaching for Mastery training)	Teaching of Mathematics, drawing on evidence based approaches. The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by an ELSA & HSCLW	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, EEF Social and Emotional Learning.pdf educationalendowmentfoundation.org.uk)	1,3

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

Budgeted cost: **£38,592**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in small groups or individual via additional teacher £8262	DFE recommended intervention based on EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Reading Tuition one to one reading support with trained support workers. £800	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4
Time Tables Rockstars Subscription £182	To support mathematical learning of multiplication skills for homework as well as in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5
SATs Companion Subscription £952	Supports DFE small group interventions with upper Key Stage 2 pupils in Years 5 & 6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Dyslexia Gold subscription £800	Supports DFE small group interventions with Key Stage 2 pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,4
Small group teaching with a qualified teacher in KS2 £6300	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3

Additional curriculum contribution Approx £2,000 a year	Music lessons part or whole funded for PP children. 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. After school paid clubs funded through PP –Martial arts, tennis, football etc	3,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support 8 hours/week £4,500	The number of children experiencing anxiety and friendship issues in school since Covid-19 has led to the continued training of a Teaching Assistant to be a qualified ELSA. 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 (educationalendowmentfoundation.org.uk) ELSA sessions will also be offered to all pupils as part of the PSHE lessons delivered to children across the school. This common language for all will enhance the learning the children who have wave 2 or 3 sessions with ELSA.	1, 3 and 5
HSCLW 8.5 hours/week £11,500	A rising number of % in safeguarding and MASH referrals means more emotional support is needed for vulnerable children and their families across the school. HSLW supports children and their families and will work with parents on improving attendance of disadvantaged pupils (where needed).	1,3 & 5
Y6 residential costs for disadvantaged pupils and Service pupils £2000	A large % of our pupils' only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. Y6 residential is linked to developing self- esteem, mental health & wellbeing and also linked to classroom learning.	5
Subsidising of the cost of school trips for pupils entitled to Pupil Premium £3,000	Enhancing the curriculum offer to all our pupils is important to make links and bring alive learning by using trips and experiences in school.	ALL
Play therapy £6400 (approx 6 pupils a year) Play therapy for PLAC £3000 (approx 2 pupils per year)	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 (educationalendowmentfoundation.org.uk)	1,3,5

<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice.</p> <p>Free breakfast club for PP/vulnerable children.</p> <p>2 x 1 hour of TA support – (39 weeks)</p> <p>Food hygiene certificate and training for HLTA.</p> <p>Running costs and food £7,500</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance at Breakfast or After School Club is also costed into this for approx 6 PP pupils</p> <p>To promote good attendance and punctuality. PP children attended on a regular basis throughout the year. To improved behavior/transition from home school life.</p>	1,3,5
<p>3rd Space learning £2,800</p>	<p>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)</p>	5
<p>Gooseberry Planet online ICT safety SPS paid and shared cost. Reduced to £600</p>	<p>To provide additional protection for all children and parents regarding online safety.</p> <p>Children will be better informed about areas of safety such as Grooming, sexual exploitation, radicalisation and social networking.</p>	3,5
<p>Family learning/play sacks £900</p>	<p>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.</p> <p>To provide resources to homes in order to allow parents and children to better interact, taking the pressure off parents to prepare resources.</p> <p>To improve communication between school and home for families where children are underachieving in writing and spoken English.</p>	1,2,3,4,5
<p>Forces family support</p>	<p>TA support when first transitioning from a new school/area.</p> <p>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'</p> <p>Additional time with TAs for forces children –linked to communicating with the parent who may be serving away.</p>	ALL
<p>Therapy dog sessions £0</p>	<p>Weekly visit from school therapy dog to support vulnerable children across the school 'Paws to read'</p>	ALL
<p>Food bank donations £0</p>	<p>HSLW application for 6-10 families to be supported with emergency food donations</p>	3

Educational Psychologist support £3200	Employing an Educational Psychologist enables the school to have high quality advice and support for individual Pupil Premium and other children. (5 days)	1,2
SNAST support £3,600	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)	1,2
Forest School	<p>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.</p> <p>To provide clothing and equipment for vulnerable families.</p> <p>Children have had the opportunity to learn outside of their comfort zone.</p> <p>Improved team building and sharing skills.</p>	1,3,5
Additional resources to support individual needs.	<p>This has been clothing, games, books enabling children to feel fully supported</p> <p>PP children with SEND are provided with resources such as fiddle toys, pencil grips, dyslexia specific exercise books and learning resources.</p>	ALL
Clear Sky therapy programme	<p>Heart to Heart parent and child sessions to take place 23/24</p> <p>https://clear-sky.org.uk/course/heart-to-heart/</p>	1,2,3

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

KS2 2024 Number in cohort 30 9 PP children			
	WTS	EXP	GD
Reading	5/9	4/9	0/9
Writing	7/9	2/9	2/9
Maths	6/9	2/9	1/9
Combined RWM	6/9	3/9	

KS1 2024 Number in cohort 30 12 PP children			
	WTS	EXP	GD
Reading	3/12	7/12	2/12
Writing	5/12	7/12	0/12
Maths	3/12	8/12	1/12
Combined RWM	5/12	7/12	

Phonics 2024			
Year 1 Number in cohort 30 3 PP children			
3 PP children	WT	WA	
Phonics Year 1	0/3	3/3	
Year 2 Number in cohort 30 3 PP children re-sit			
Phonics Year 2 resit	3/3	0/3	

EYFS 2024 Number in cohort 30 9 PP children	
Word Reading	7/9
Writing	6/9
Maths	6/9
GLD	6/9

Year 4 2024 Number in cohort 32 9 PP children		
	WTS	EXP
Multiplication	6/9	3/9

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
SATs Companion online resources for interventions and catch up groups in Year 6.	SATs Companion https://satscompanion.com/

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?</i>	<ul style="list-style-type: none"> • Subsidising trips and experiences to develop resilience and support pupil mental health & wellbeing. • Supporting service children with an EHCP with full time additional support in class via a teaching assistant, ELSA and Home School Link Worker. • Additional teaching support 1 day a week for Catch Up groups. • Additional HSCLW/ELSA time in school to support service children's mental health and wellbeing and parenting support. • Aim to train an additional Teaching Assistant to become a qualified ELSA.
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	<ul style="list-style-type: none"> • Resilience building, improved mental health, improved attendance measures and academic and emotional progress.

