

Stoke- On-Tern 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	Stoke-On-Tern Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jen Brotherhood & Theresa Evans Headteacher
Pupil premium lead	Jen Brotherhood & Theresa Evans Headteacher
Governor Lead	Heather Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc Service Premium and Post Lac?)	£17,485 (FSM/Ever 6) £12,400 (Service Pupil Premium) £ 4,690 (Post LAC)
Recovery premium funding allocation this academic year	£1,166
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£35,741.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 are already high attainers.

At Stoke-On-Tern Primary School, we are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

We serve a diverse community at Stoke-On-Tern with a number of service pupils in attendance. We recognise the unique challenges these pupils may face (e.g. family mobility and parental deployment) and are proactive and flexible in the support we are able to offer.

High-quality teaching is at the heart of our approach, with an emphasis on promoting a strong oracy education for all pupils. We aim to empower all pupils, not just some, to find their voice to succeed in school and life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Low attainment on entry in maths.
3	Our assessments and observations indicate social and emotional difficulties for some of our pupils. This has been impacted by the effects of the COVID19 pandemic (e.g. school absence, family pressures).
4	Significantly high levels of pupil mobility, due to high number of pupils from military families and factors affecting local housing market.
5	Reduced parental engagement; limited contact with service families (majority of service pupils arriving by bus) and reduced 'face to face' contact with all parents due to COVID19 restrictions.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>The school will show a commitment to improving oracy across the school through the participation in Voice 21.</p>
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes reflect the good progress disadvantaged pupils make (termly assessments, tracking of key facts)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Behaviour forms will reflect improved social and emotional wellbeing in pupils</p> <p>Pupils will show improved emotional well-being and will demonstrate more consistent engagement with learning</p> <p>School achieves Mental Health Award</p> <p>Improvement in the emotional regulation of pupils using the Zones of Regulation programme.</p>
Pupils and families will feel well supported on their transition to and from Stoke-On-Tern	<p>Assessment of pupils (both academic and social and emotional) is carried out quickly with programme of support identified and implemented where appropriate.</p> <p>Key information related to school history (number of schools attended) is passed on to receiving school.</p>
Improved parental engagement across the school.	<p>Contact and engagement with military families will be improved; facilitating better outcomes for pupils.</p> <p>Designated member of staff to forge strong relationships with pupils and their families.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Pira and Puma)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will participate in Voice 21</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will employ a maths specialist to enable discrete teaching in maths of year groups in larger classes.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Assessment and appropriate support will be put in place. This will include nurture group activities, 1-1 mentoring and peer support.</p>	<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>	3,4

Achieve Mental Health Award.	k)	
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Small group focused reading sessions to improve comprehension skills of Key Stage 2 pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4
Small group focused maths sessions to improve rapid recall of key number facts	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4
1-1/small group social and emotional interventions (e.g. ELSA, music therapy)	Social and emotional learning approaches have a positive impact on academic outcomes. Other benefits include pupils being able to manage emotions effectively. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve the Mental Health Award created by The Carnegie Centre of Excellence for Mental Health in Schools	<p>The DFE recognises the direct link between positive mental health in schools and successful educational outcomes.</p> <p>https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/mental-health-awards/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Become a Voice 21 School; a commitment to providing high-quality oracy education for all pupils	<p>Children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</p> <p>https://voice21.org/</p>	1,3
Parent workshops to improve and promote parental engagement (focusing on mental health and wellbeing and key curriculum areas).	<p>Parental engagement can have a positive impact on pupil progress.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
Teaching assistant employed as bus escort to provide school contact for those pupils arriving by bus	<p>Parental engagement can have a positive impact on pupil progress.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,4 & 5

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.

Our internal teacher assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

