



Pupil Premium Strategy Statement 2022/23

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	Stockton Wood Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	41.9% (144)
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs. J. Clovis
Pupil premium lead	Mrs. M. Ikuta
Governor / Trustee lead	Anastasia Roberts

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,181.00
Recovery premium funding allocation this academic year	£20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£213,336

Statement of Intent

We aim to ensure that every child at Stockton Wood Primary School is excited about learning and determined to succeed. We aim to ensure that each child follows our school mission statement of 'Laying the Foundations for Life' and that each child adheres to the whole school values. It is important that children feel confident and secure within our school setting. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

The aims of the school

We pledge to 'Lay the Foundations for Life' for our pupils and are focused on providing an excellent education for all. We strive to create an inclusive and safe environment that guides and stimulates our children to achieve through enjoyment. We value and care for every member of our school community and we work as a team to ensure that our pupils are the best that they can possibly be. We work hard to ensure that all children, regardless of ability, race, gender or disability feel secure and develop confidence and self-esteem.

Stockton Wood is a close community and we value our relationships with parents. The partnership between school and home is an important part of a child's development and we have an open-door policy where parents are encouraged to come into school to talk about their child's progress and development whenever they feel it is necessary.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged - amount per pupil £1,345.
- Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Children's progress is also closely monitored during half termly pupil progress meetings.

Provision

We will be using the EEF's recommended Tiered planning Model to target provision in the following areas:

Quality First Teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritization; well-evidenced high impact teaching approaches including:

Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support children's learning.

Wider support – mental health and emotional wellbeing; learning behaviours and social and emotional learning; attendance and punctuality; family support.

Challenges

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

Challenge	Detail of challenge
1	Develop early language skills: <i>Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communications, language and literacy.</i>

2	Reading: <i>The number of disadvantaged pupils meeting age related reading levels is lower than their peers, as evidenced by ongoing assessments (NTS, end of key stage tests).</i>
3	Range of SEND needs: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning
4	Social, emotional and mental health: Over the past year, there has been an increase in the number of referrals for Quiet Place therapy and external support agencies from teachers and parents.
5	Attendance: Attendance for disadvantaged children is closely monitored; the percentage of children in this category who are classed as 'PA' is significantly higher than those who are not disadvantaged.
6	Wider activities and enrichment: Observations and discussions with pupils evidence that a significant number have limited experiences beyond their immediate environment and have fewer, if any, cultural capital experiences in comparison to non-disadvantaged pupils.

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
From Early Years upwards, children will receive appropriate interventions, for both home and school, to develop speech and language skills. *This will be measured through use of WellComm, RWI and ongoing teacher assessments.	Year on year reduction in number of pupils below age appropriate standards for language. The percentage of disadvantaged learners achieving 'age related expectations' by the end of Reception, KS1 and KS2 is at least in line with national comparators.
Children will gain fluency in Reading and comprehension skills will improve. *This will be evidenced via ongoing RWI assessments, NTS tests and end of Key Stage assessments.	The percentage of disadvantaged learners achieving Reading 'age related expectations' by the end of Reception, KS1 and KS2 is at least in line with national comparators.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that barriers are removed or alleviated.	Pupils feel happy and safe in school and are able to access a range of strategies to support their mental wellbeing. Pupils are able to regulate emotions in order to manage their mental health and behaviour more positively, therefore enabling them to engage with learning.
Continue to improve attendance of children eligible for pupil premium.	Attendance data to demonstrate impact – increased attendance will positively impact on attainment. Number of disadvantaged pupils who are classed as 'Persistent Absentee' to reduce.
Children will have a greater access to cultural experiences beyond the classroom. Children will increase participation in after school clubs to develop positive mindset and healthy lifestyles.	Cultural capital opportunities to be offered to disadvantaged children: <ul style="list-style-type: none"> - School trips - After school clubs

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training	<p>Evidence from the EEF toolkit shows that effective phonics teaching has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>School Improvement Liverpool approach.</p> <p>https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Staff CPD for improving teaching of reading	<p>Improve progress in reading following evidence from EEF:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1672772175</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving Literacy in KS1 Recommendations Poster.pdf?v=1672772239</p> <p>Promotion of reading for pleasure: new library design – furniture and books; classroom library areas developed, reading buddies half termly.</p> <p>Lowest 20% of readers reading intervention.</p> <p>Introduction of Read to Write across school to allow for consistency and progression in texts used.</p> <p>Trial ‘Steps to Read’ in Year 5 autumn term. CPD for English Lead. Appropriate resources purchased. (Intention for ‘Steps to Read’ to be introduced across Years 3-6 in summer term.</p>	1,2,3
Purchase standardised diagnostic assessments (NTS)	<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>	1,2,3
HLTA to release staff for Subject Leader release time	<p>Focused CPD for Subject Leaders to support development of teaching and achieve high standards in all subjects. Subject Leaders will attend SIL subject briefings and subject specific training.</p>	1,2,3
WellComm training and interventions	<p>Evidence from EEF toolkit shows that oral language interventions have a positive impact overall (+6 months). Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interactions in the classroom.</p>	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP National Tutoring Programme	<p>The National Tutoring Programme (NTP) is part of the government’s COVID-19 catch-up response for schools and is funded through the wider education recovery package. The programme aims to support teachers and schools in providing a sustained response to the COVID-19 pandemic and to provide a longer-term contribution to closing the attainment gap.</p> <p>Research from EEF suggests that small group tuition has an average impact of four months additional progress over the course of a year.</p>	2,3
RWI daily intervention (Fast Track Coaching)	<p>EEF research</p> <p>School Improvement Liverpool – city approach</p> <p>Ruth Miskin research</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Teaching Assistants	<p>Research suggests that targeted interventions matched to specific students with particular academic needs or behavioural issues can be effective. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
WellComm Assessment and associated interventions	<p>This programme is an effective and efficient way of assessing early language skills and provides bespoke follow up activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,3

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

Budgeted cost: £63,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Quiet Place Quiet Place Therapist – extra day £</p>	<p>Increased emotional wellbeing, self confidence and social interaction so that children manage feelings, are ready to learn and focus on their work hence barriers to learning are broken down.</p> <p>Pupil massage and mindfulness sessions.</p> <p>Staff training/CPD.</p> <p>https://www.aquietplace.co.uk/about-us/</p>	4
Learning Mentor	<p>To support children and their families experiencing barriers to learning, promote good attendance and co-ordinate mental health support through school Mental Health Support Team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3,4,5,6
EWO support	<p>Research has found that poor attendance is linked to poor academic attainment across all key stages, as well as delinquent activity and negative behavioural outcomes.</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>https://www.researchgate.net/publication/265741470_The_Importance_of_Being_There_A_Report_on_Absenteeism_in_the_Nation%27s_Public_Schools</p>	5
<p>After School Sporting Clubs to be offered, linked to Sports Premium planning</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	4,6
Breakfast Club Staff	<p>Breakfast clubs that offer pupils in primary schools that offer a nutritious meal before school can boost their reading, writing and Maths results.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	3,4,5,6
Residential and curriculum enhancements	<p>Residential visits have a significant impact on the social development of children. The cost can be high, especially for low- income families. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5

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 2021-2022 academic year

Aim	Outcome
<p><u>A Quiet Place: Psychotherapist & Body workers</u> To provide emotional and therapeutic support for children and families experiencing stress, low self-esteem, lacking in confidence or having behavioural problems. Support children with their mental health and wellbeing in response to pandemic. Support delivered by psychotherapists and body workers.</p>	<p>Increased emotional wellbeing, self- confidence and social interaction so that chn manage feelings, are ready to learn and focus on their work hence barriers to learning are broken down. Children’s behaviour, engagement in lessons and positive attitudes to learning are secured.</p>
<p><u>School Family Support Service</u> To provide ‘early help’ to families in need. <u>Learning Mentor</u> To support children and their families experiencing barriers to learning, promote good attendance and coordinate mental health support through school Mental Health Support Team.</p>	<p>Attendance for disadvantaged children supported. Emotional wellbeing secured and barriers to learning reduced which enabled children to engage in learning activities more effectively.</p>
<p><u>KS1/2 Breakfast club’ and ‘Nurture’ breakfast club for FS children experiencing barriers to learning</u> To provide a positive start to the day which enables children to achieve better concentration and behaviour in school.</p>	<p>Emotional wellbeing secured and barriers to learning reduced which enabled children to engage in learning activities more effectively.</p>
<p><u>MGL Computing teacher</u> To support delivery of computing curriculum, activities to stay safe online (E-Safety) and staff support for remote learning.</p>	<p>Effective delivery of computing curriculum. Promotion of wellbeing and safety on line.</p>
<p><u>Numbers Count’ teacher and Advancing Reading teacher</u> To provide personalised learning to support catch up for lost teaching and learning and to secure numeracy and literacy skills and behaviour for learning. <u>Tutor Programme</u> To provide personalised reading programme to improve silent reading, fluency and stamina; range and breadth of vocabulary and comprehension skills;</p>	<p><i>*Due to staff absence and lack of availability of supply teachers, it was necessary for these teachers to cover classes for part of the academic year.</i></p> <p><i>*School did not engage with the National Tutoring Programme due to staff absence, change in SMT and lack of tutors being available.</i></p> <p>Personalised provision and passports for learning devised and implemented to support inclusion and develop behaviour for</p>

<p>and confidence and motivation.</p> <p><u>Team of skilled teaching assistants/reading mentors</u></p> <p>To provide SEND support and deliver catch up and intervention programmes as directed by class teachers.</p>	<p>learning and positive attitudes.</p>
<p><u>Access to the Widening Opportunities Music Project</u></p> <p>To ensure instrumental music tuition for all.</p>	<p>Talent promoted, potential fulfilled and opportunities to develop creative talents provided.</p>

<p><u>Outcomes 2021/2022:</u></p> <p><u>EYFS GLD (2022):</u></p> <p>27.8% of PP chn achieved GLD, compared to 38.7% of non-PP chn.</p> <p><u>Phonics Screening Check (2022):</u></p> <p>In PSC 38% of PP chn achieved the pass mark compared to 78% of none PP chn.</p> <p><u>End of KS1 PP data (2022):</u></p> <p>Reading - 52% of PP chn achieved expected or higher, compared to 58% of non-PP</p> <p>Writing - 52% of PP chn achieved expected or higher, compared to 73% of non-PP</p> <p>Maths - 44% of PP chn achieved expected or higher, compared to 73% of non-PP</p> <p>Combined R, W, M 52% of PP chn achieved expected or higher compared to 57.7% of non-PP</p> <p><u>End of KS2 date (2022):</u></p> <p>Reading 67% of PP chn achieved expected or higher compared to 62% of non-PP</p> <p>Writing 75% of PP chn achieved expected or higher compared to 76% of non-PP</p> <p>Maths 62% of PP chn achieved expected or higher compared to 76% of non-PP</p> <p>Combined R, W, M 36% of PP chn achieved expected or higher compared to 52% of non-PP</p>
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