



Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil 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 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	363
Proportion (%) of pupil premium eligible pupils	40.5% (139)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs. J. Clovis
Pupil premium lead	Ms M Rufus
Governor / Trustee lead	Anastasia Roberts

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,335
Recovery premium funding allocation this academic year	£23,101
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£240,436

Part A: Pupil Premium Strategy Plan

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 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 - £1455.
- 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 (NFER, end of key stage tests).</i>
3	Range of SEND needs: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning <p>Several children eligible for pupil premium are also those with specific educational needs. Needs include: SEMH, Communication and Interaction and Cognition and Learning. 50% of pupils with an EHCP are PP pupils.</p>
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 considerable 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, Nfer 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 can access a range of strategies to support their mental wellbeing. Pupils can regulate emotions 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 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.

Teaching (for example, CPD, recruitment and retention) Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
RWI training and support from RWI consultant	<p>Evidence from the EEF toolkit shows that effective phonics teaching has a positive impact overall (+5 months) and is a vital 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/</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2,3	£2888
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:</p> <ul style="list-style-type: none"> new library timetable. Pupils visit the library once a week and borrow books for class. <ul style="list-style-type: none"> staff cpd : Steps to Read Inset Day 4.9.23 <ul style="list-style-type: none"> Reading buddy's half termly. Lowest 20% of readers reading intervention. Consolidate Read to Write across school to allow for consistency and progression in texts used. 'Steps to Read' to be taught throughout KS2. Appropriate resources purchased. 	1,2,3	£3925
Purchase standardised diagnostic assessments (NFER)	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:	1,2,3	£3275
HLTA to release staff for Subject Leader release time	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.	1,2,3	£23,234
WellComm training and	Evidence from EEF toolkit shows that oral language interventions have a positive impact overall (+6 months). Oral language	1,2,3	£500

interventions	interventions refer to approaches that emphasise the importance of spoken language and verbal interactions in the classroom.		
---------------	--	--	--

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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 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	£181,907
WellComm Assessment and associated interventions	<p>This program 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>A Quiet Place</p> <p>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>Parent session – Autumn 2</p> <p>https://www.aquietplace.co.uk/about-us/</p>	4	<p>£19,476</p> <p>£4,680</p>
Learning Mentor	<p>To support children and their families experiencing barriers to learning, promote good attendance and co-ordinate mental health support through the school Mental Health Support Team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3,4,5,6	£36,043
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	£3,876
<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 pupil's access 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 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	£8,810
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</p>	1/2/3/4/5	

	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)		
Total			£288,614

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 2022-2023 academic year

Aim	Outcome
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.	EYFS established RWI interventions in the Spring and Summer term. Many of the pupils moved up in their RWI groups and were going up to KS1 to do phonics. An improvement in the continuous provision increased opportunities for pupils to develop Speech and Language.
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 learners achieving Reading 'age related expectations' by the end of Reception, KS1 and KS2 was close to 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 demonstrates impact – increased attendance positively impacts on attainment. Number of disadvantaged pupils who are classed as 'Persistent Absentee' reduced.

<p>Children will have greater access to cultural experiences beyond the classroom.</p> <p>Children will increase participation in after school clubs to develop positive mindset and healthy lifestyles.</p>	<p>Cultural capital opportunities were offered to disadvantaged children:</p> <ul style="list-style-type: none"> - School trips - After school clubs
--	--

Outcomes 2022/2023:

EYFS GLD (2023):

27.8% of PP chn achieved GLD, compared to 38.7% of non-PP chn.

Phonics Screening Check (2023):

In PSC 83% of PP chn achieved the pass mark compared to 67% National.

End of KS1 PP data (2023):

Reading –43 % of PP chn achieved expected or higher.

Writing – 57.1% of PP chn achieved expected or higher.

Maths – 62% of PP chn achieved expected or higher.

End of KS2 date (2023):

Reading 50% of all pupils achieved expected or higher

Writing 70% of all pupils achieved expected or higher

Maths 68% of all pupils achieved expected or higher

Combined 43% of all pupils achieved expected or higher