



Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil 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	354
Proportion (%) of pupil premium eligible pupils	30.51%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Ms M Rufus
Governor / Trustee lead	Anastasia Roberts

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£221,995

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 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 £1,480.
- 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	Writing: <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 24% of children eligible for pupil premium are also those with SEND, currently 5 of these pupils also have an EHCP.
4	Social, emotional and mental health: We continue to have a steady referral rate for Quiet Place therapy and external support agencies from both 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 have increased confidence and outcomes in writing. *This will be evidenced via end of Key Stage assessments.	The percentage of disadvantaged learners achieving Writing '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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £221,995

Activity	Evidence that supports this approach	Challenge number(s) addressed												
Everybody Write: 2 Year Writing Impact Project	<p>Evidence from the National Literacy Trust found:</p> <p>"Children and young people's enjoyment of writing, and frequency of writing in their free time, is at an unprecedented low. Increasing evidence of a long-term downward trend calls for urgent action to reconnect children and young people with writing that promotes connection with creativity, self-expression and mental wellbeing."</p> <p>The Literacy Counts project provides schools with:</p> <ul style="list-style-type: none"> • A whole school, sustainable, research-informed approach to writing improvement. • A fully sequenced, ambitious curriculum implementation of writing. • Comprehensive professional development for leaders and teachers. • Access to a wealth of writing resources EYFS-Y6 • Leadership and development of pedagogy & practice. • Improved outcomes for all children • Support all learners' fluency and stamina for writing. • Increased focus on the needs of the lowest 20% and SEND. 	1,2, 3												
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><u>https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/Phonics EEF (educationendowmentfoundation.org.uk)</u></p>	1,2,3												
Staff CPD for improving teaching of Writing	<p>Improve progress in Writing following evidence from Literacy counts:</p> <table border="1" data-bbox="252 1709 1281 2123"> <thead> <tr> <th data-bbox="252 1709 767 1787">Year 1</th> <th data-bbox="767 1709 1281 1787">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 1787 767 1910">Introduction of Everybody Write Project across school to allow for consistency and progression in texts used.</td> <td data-bbox="767 1787 1281 1910">Focus on Grammar skills and knowledge</td> </tr> <tr> <td data-bbox="252 1910 767 1977">Individual Year Groups Training Sessions</td> <td data-bbox="767 1910 1281 1977">The Reading Gap: Reading for Writing</td> </tr> <tr> <td data-bbox="252 1977 767 2045">Established Monitoring & Evaluation Cycles</td> <td data-bbox="767 1977 1281 2045">The Vocabulary Gap: Vocabulary for Writing</td> </tr> <tr> <td data-bbox="252 2045 767 2123">Training on Fundamental Pedagogies</td> <td data-bbox="767 2045 1281 2123">Maintaining momentum & sustaining change</td> </tr> <tr> <td></td> <td data-bbox="767 2123 1281 2123">Evaluation & Action Plan for the future</td> </tr> </tbody> </table>	Year 1	Year 2	Introduction of Everybody Write Project across school to allow for consistency and progression in texts used.	Focus on Grammar skills and knowledge	Individual Year Groups Training Sessions	The Reading Gap: Reading for Writing	Established Monitoring & Evaluation Cycles	The Vocabulary Gap: Vocabulary for Writing	Training on Fundamental Pedagogies	Maintaining momentum & sustaining change		Evaluation & Action Plan for the future	1,2,3
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	Evaluation & Action Plan for the future													

	Training on Adaptive Teaching or Editing	
Purchase standardised diagnostic assessments (NTS)	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: NFER	1,2,3
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
WellComm interventions	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.	1,2,3

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

Budgeted cost: £221,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI daily intervention Fast Track Coaching R – Y4	EEF research School Improvement Liverpool – city approach Ruth Miskin research Phonics EEF (educationendowmentfoundation.org.uk)	
RWI daily intervention Fresh Start Coaching Y5-Y6	EEF research School Improvement Liverpool – city approach Ruth Miskin research Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3

Lowest 20% Readers	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Lowest 20% readers to read with support staff daily.	1, 2, 3, 4
Teaching Assistants	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
WellComm Assessment and associated interventions	This programme is an effective and efficient way of assessing early language skills and provides bespoke follow up activities. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3

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

Budgeted cost: £221,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Quiet Place Quiet Place Therapist – extra day	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. Pupil massage and mindfulness sessions. Staff training/CPD. https://www.aquietplace.co.uk/about-us/	4
Learning Mentor	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	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
After School Sporting Clubs to be offered, linked to Sports Premium planning	<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
MGL Support	<p>Many research articles highlight the harmful effects of online activity on adolescents; placing a focus on ensuring pupils have the knowledge and understanding of how to be online in a safe and appropriate manner is essential.</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
PINs Project	<p>Aiming to create a more inclusive environment for every student, the PINs Project invites parents with neuro-diverse children to regular coffee mornings in school where they can meet other parents and professionals to both support them and discuss how to create a school environment that can fully accommodate their child's needs.</p>	1/2/3/4/5

Part B: Review of Outcomes In The Previous Academic Year

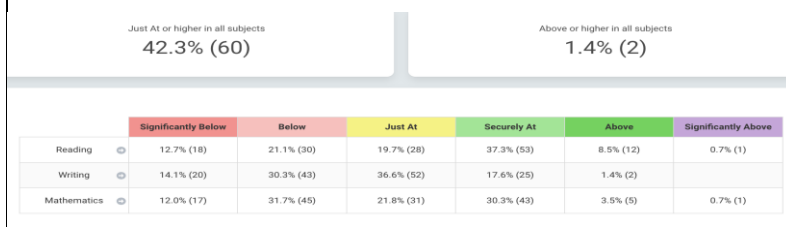
Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year

Intended outcome	Outcome
<p>From Early Years upwards, children will receive appropriate interventions, for both home and school, to develop speech and language skills.</p> <p>*This will be measured through use of WellComm, RWI and ongoing teacher assessments.</p>	<p>Both Welcomm and the RWI daily intervention (Fast Track Coaching) have had a great impact on developing children's speech and language with GLD increasing by 2.8% from 22-23.</p>
<p>Children will gain fluency in Reading and comprehension skills will improve.</p> <p>*This will be evidenced via ongoing RWI assessments, Nfer tests and end of Key Stage assessments.</p>	<p>RWI is now taught from Nursery up to Year 4, phonics results have increased and are now above local and in line with National at 80%.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that barriers are removed or alleviated.</p>	<p>Quiet Place continues to have a positive impact on our school community resulting in Increased emotional wellbeing, self- confidence and social interaction so that children can 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>Continue to improve attendance of children eligible for pupil premium.</p>	<p>EWO, our attendance officer and The School Family Support Service have worked with families to ensure pupils are in school and ready to learn. Our attendance for PP children was 94%.</p>
<p>Children will have a 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>Pupils attended a variety of trips to museums, Liverpool University, churches, the town hall, the local library etc. Within school they were also offered opportunities to learn a musical instrument, take part in sports competitions and welcome authors.</p>

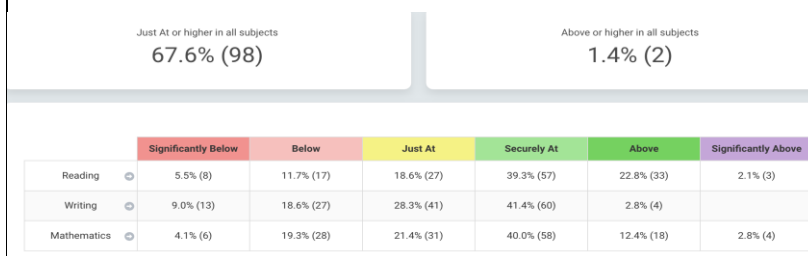
Whole School Outcomes 2023/2024:

Pupil premium



66.2%
55.6%
56.3%

Non Pupil Premium



82.8%
72.5%
73.8%