

East Stanley School 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	East Stanley School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	02/11/2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Stewart
Pupil premium lead	Joanne Williams
Governor / Trustee lead	Sarah Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£104,300

Part A: Pupil premium strategy plan

Statement of intent

Background

Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that strategies focus on support for disadvantaged pupils.

At East Stanley School, our Pupil Premium Strategy is founded on the following principles and practices:

- The pupil premium strategy covers a three-year period, annual reviews and necessary adjustments
- The focus is on a small number of priorities each year in areas that are likely to make the biggest difference
- The strategy is embedded within a broader strategic implementation cycle
- The approaches adopted are selected on the basis of strong educational evidence

Aims

At East Stanley School, we have high aspirations ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This strategy outlines how we will ensure pupil premium funding, alongside recovery premium funding is spent to maximum effect.

Context

When making decisions about using pupil premium and recovery premium funding it is important to consider the context of the school and the subsequent challenges faced. Barriers for FSM children at East Stanley School include:

- Low attainment on entry to school
- Weak language and communication skills
- Lack of confidence
- Less support at home
- More frequent behaviour difficulties
- Attendance and punctuality issues
- Complex family situations and issues

Key Principles

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

Teaching and Learning

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking and feedback
- Sharing good practice within the school and drawing upon external expertise
- Providing high quality CPD

- Assessing accurately and making good use of joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Providing appropriate intervention programmes

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their child’s learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils’ work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium

Reporting

When reporting about pupil premium finding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Wellbeing and Mental Health Issues
3	Lack of engagement for remote learning leading to large gaps in learning
4	Low attainment on entry to school
5	

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 accelerate progress in reading	Increased proportion of pupils working at age related expectations in reading
To accelerate progress in writing	Increased proportion of pupils working at age related expectations in writing
To accelerate progress in maths	Increased proportion of pupils working at age related expectations in maths
Improve phonics scores	Achieve above national average expected standards in phonics screening check
To improve attendance	Ensure attendance of disadvantaged pupils is above 95%
To support pupils' mental health and wellbeing	Pupils engaged and ready to learn

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: £89,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Catch Up Teacher (Part-time)	Quality first teaching – research shows this has the most impact on attainment. Additional teacher in year 6 (am only) to give pupils the best advantage to achieve well in SATs tests.	3
KS2 Support Teacher	Quality first teaching with social and emotional support based on identified needs – strategies to ensure the children are ready to learn.	2,3
Intervention TA KS1	Data identified need for extra support within KS1, particularly for reading, writing and maths and social and emotional issues.	2,3
TA in FS language support	Low attainment on entry in language and communication skills.	4
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We have links with a local Maths Hub and have leading practitioners in all the core areas.	1, 2, 3 and 4

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

Budgeted cost: £ 5,678.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors	Data shows largest gaps are in reading and writing. Mentors to be used across the key stages to provide targeted intervention to close the gaps.	2,3 and 4
School led tutors	Data shows largest gaps are in reading and writing. Tutors to be used across the key stages to provide targeted intervention to close the gaps.	2,3 and 4
Reading plus, TT Rockstars, Purple Mash Lexia	Data shows the positive impact these programmes have on attainment.	3 and 4

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

Budgeted cost: £ 12,414.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Attendance for disadvantaged children is low in comparison to previous years, especially during lockdowns. A higher percentage of PP children are late for school as compared to Non PP children.	1
Relax Kids	Following the recent lockdowns, more children are displaying signs of anxiety and have increased social and emotional problems.	2
School Counsellor	With the increase of social services involvement, it is essential that we know the children and can spot triggers which will affect learning. Several children have bereavement issues or have been exposed to DV.	2
Crisis response package	More frequent behaviour difficulties mean PP children receive more stages within our behaviour system. Crisis response provides support for those children with difficulties that could lead to exclusion	2

Total budgeted cost: £ 108,004.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Year 6 scored well on unofficial SATs tests taken in the summer 2021 (2019 papers).

Reading – all pupils - 66%, PP pupils – 63%

Writing - all pupils – 63%, PP pupils – 63%

Maths - all pupils – 69%, PP pupils – 50%

R,W+M - all pupils – 56%, PP pupils – 50%

Progress Measures Summer 2021:

Reading – PP children in 5 out of 7 classes made better than expected progress

Maths – PP children in 5 out of 7 classes made better than expected progress.

Writing is a targeted area.

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
Reading plus	Reading solutions
TT Rockstars	Maths Circle Ltd.
Lexia	Lexia Learning
SPaG.com	SPaG.com
Evidence me	2 Simple
Purple Mash	2 Simple
Serial Mash	2 Simple
Testbase	Testbase
White Rose	White Rose Maths

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.