

# Stower Provost Primary School

*Before completing this template, you should read the guidance on [using pupil premium](#).*

## 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	Stower Provost Community Primary
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	15/10/21
Date on which it will be reviewed	15/10/22
Statement authorised by	James Stanford
Pupil premium lead	James Stanford
Governor / Trustee lead	Vanessa Lucas

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,220

# Part A: Pupil premium strategy plan

## Statement of intent

The key principles of our plan are:

- Ensuring quality first teaching to tackle any legacy of school closure
- Providing training for staff to be able to deliver proven strategies designed to enhance pupil well-being and attainment
- Identify opportunities to increase the children's cultural capital in times of continuing restrictions

It is our aim that all our pupils should be given opportunities to rebuild their confidence, resilience, academic attainment and positive outlook on the world. Research shows that disadvantaged children will have been more affected by the Covid Pandemic than their peers, thus widening gaps in their achievement. By clearly identifying these gaps, focussing on quality first teaching and effective small group support, we will strive to close these gaps.

In our rural environment, it has been particularly difficult to continue building the children's cultural capital over the last 18 months. We are seeking opportunities for all the children to have a range of experiences which will be especially valuable to our disadvantaged pupils and giving them individual and small group support to rebuild their confidence.

Behaviour in the school is very good. A very small minority of children, however, need additional support to manage their emotions when challenged; we intend to have an enhanced range of support to offer these pupils before situations occur.

Over the last two years, our number of pupils identified as disadvantaged has risen more than fourfold. Their needs are diverse, so it is important our staff are well-trained in proven strategies to help the children achieve their potential. We will identify relevant research and best practice and provide training to enable staff to address effectively the needs of the children

## Challenges

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

Challenge number	Detail of challenge
1	Loss of resilience – some pupils are demonstrating greater dependency when completing more challenging tasks. They are more easily upset by change and by relationship difficulties.
2	Attendance impacting on catch-up – a small number of pupils have been identified as having gaps in their learning, or still working towards expectations. Some of these are compounding the gaps through lower attendance than their peers.
3	Taking responsibility for their own learning – being taught the skills to edit and improve their work without relying on adult intervention

## 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
By July 2022, pupils' attainment is in line with their previous trajectory	Data analysis shows all targeted pupils have made good progress over the last two years, all pupils make at least expected progress
Pupils demonstrate increased resilience when learning is challenging	Monitoring shows fewer instances of reactive adult intervention in lessons. Lessons are designed to challenge all pupils appropriately. All pupils use a range of strategies to help themselves move forward.
Pupils demonstrate increased resilience when relationships are challenging	The rare incidents of poor behaviour or upset are reduced further. Systems are in place to tackle any issues before they escalate
Interventions, support and communication with a targeted group of pupils and their families improves attendance patterns	Attendance of disadvantaged pupils is at least as good as for other children.
Pupils demonstrate increased independence when working, develop their skills in improving their own work and become more self-critical in a positive, productive way	Evidence in books show the children regularly use editing skills to improve their own work without adult intervention

## 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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Well-being lead (existing staff to increase hours to set up strategies, organise CPD, develop resources)	EEF Research into Metacognition and self-regulation	1
SENDCo input into Quality First Teaching CPD for teaching and additional strategies for support staff	Social and Emotional Learning	1, 2

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver specific interventions/ approaches to targeted children	EEF Parent Engagement Social and emotional learning	1, 2
Engage and train additional support staff to work with/enable teacher to work with specific children filling gaps in knowledge and building resilience	EEF Metacognition and self-regulation, ELSA, Power of 2, Precision Teaching etc.	1, 2
Individual and small group work to teach children that making mistakes is part of the	EEF Feedback, metacognition and self-regulation	2, 3

learning process, and teach them strategies to improve their own work		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involve parents and carers more in their children's learning through provision of <ul style="list-style-type: none"> <li>• On-line resources to support reading and wider curriculum</li> <li>• Parent sessions to inform and raise skills and knowledge</li> <li>• Increased communication opportunities with targeted families</li> </ul>	EEF - Parental Engagement	2
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**Total budgeted cost: £ 14,000**

## 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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Address gaps in learning due to school closure, school moves and (resulting) SMEH issues
<p>Many children have successfully caught up from any lost learning. The school was diligent in encouraging as many disadvantaged pupils into school during school closure and providing those unable to attend with equipment to enable them to take part in on-line learning. Assessments show that the majority of disadvantaged pupils have at least maintained progress compared with their peers. A small minority continued to have gaps compounded by poor attendance when the school was open to them. Support from other agencies was limited due to lockdown. Important to note that during the academic year the number of pupils eligible for pupil premium increased from 3 to 13. Bug Club resources effectively provided on-line opportunities for reading development for all children, and targeted disadvantaged children used the materials effectively (Y6 x1 pupil assessed at GDS)</p>	
Priority 2	Work with local schools to adopt effective strategies to narrow gaps, particularly in reading, and build confidence
<p>Considerable progress was made in establishing firm links with other schools despite school closure. Impact on the children from this strategy was harder to identify as there were no opportunities for the children to meet up with their peers from other schools as planned. This strategy will be continued as part of whole school development next year.</p>	
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

	Secure engagement in enrichment activities from pupils and parents
Projected spending	£5035