

Pupil premium strategy statement – Stower Provost Community School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	12.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	15/10/21 Revised 10/02/22
Date on which it will be reviewed	28/10/22
Statement authorised by	Ailsa Boardman-Hirst
Pupil premium lead	Ailsa Boardman-Hirst
Governor / Trustee lead	Vanessa Lucas

Funding overview

10 - £1385 per pupil

4 - £2,410 adopted from care or looked after

1 - £320 service pupil premium

= 23,810

£145 p/pupil (recovery funding) x 14 = £2,030

Detail	Amount
Pupil premium funding allocation this academic year	£23,810
Recovery premium funding allocation this academic year	£2,030
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£0

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£25,840</p>

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Objectives

Our overarching objective it is that all our pupils should be given opportunities to build their confidence, resilience, academic attainment and positive outlook on the world with a view to them achieving their full potential and a lifelong love of learning. This can be achieved through the teaching of a broad and balanced curriculum which is enriched with opportunities for the development cultural capital experiences for pupils.

In our rural environment, it has been particularly difficult to continue building the children's cultural capital over the last few years. We are seeking opportunities for all our 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.

All staff should take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through Quality First Teaching which enables needs and barriers to be identified, understood and overcome for all children as part of excellent provision.

Recognising that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

A whole school understanding and awareness of the specific needs of all pupil premium children and additional resources, teaching and focus is used to meet the individual needs.

Interventions and support are targeted to improve overall progress in all areas but especially emotional development.

Staff development is imperative to facilitate quality teaching provision and benefit all children - especially the most disadvantaged.

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 three years, our number of pupils identified as disadvantaged has risen more than fourfold, with numbers appearing to plateau in the last year. 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, along with providing training to enable staff to address effectively the needs of the children.

Strategies

The targeted and strategic use of pupil premium funding will support Stower Provost Community School in achieving our aim of helping all our pupils to reach their full potential across the school. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their educational and emotional outcomes. We will achieve this through:

- Quality first teaching and small group working.
- Development of communication skills and vocabulary which are key to closing the gap, as they enable access to all aspects of the curriculum, material and content. The ability to listen to instructions, speak eloquently and verbally articulate ideas and thoughts, collaborate with peers and have the confidence to express views are vital skills that support success in learning and life.
- Identify further opportunities to increase the children's cultural capital and ambitions for all children.
- Provide training for staff to be able to deliver proven strategies designed to enhance pupil well-being and attainment
- Additional support for some disadvantaged children may be necessary and strategies such as focus teaching, targeted pre and post teaching and interventions may all be strategies used. Actions such as this will be measurable, targeted to need and time bonded.
- Closing the attainment gap between our disadvantaged pupils and peers through creating packages of support which accelerate progress.
- Further developing links with families and the wider community to support children both at school and at home.
- Continuing to support and nurture our children from armed forces families to cope with all of the challenges they may face.

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 continue to demonstrate greater dependency when completing more challenging tasks. They are more reliant on adult support to face a challenge, accept change and deal with 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	Loss of independence – children taking responsibility for their own learning – being taught the skills to edit and improve their work without relying on adult intervention
4	Communication / Speech and Language – an increased number of children within the Early Years and Year One are showing delays with their communication abilities or speech and language support being required
5	Social communication – an increased number of children within the Early Years and Key Stage One are presenting themselves as have difficulties understanding social graces, be able to effectively communicate socially or deal with social interaction at an age appropriate level
6	Social and emotional needs and maximising access to ELSA to support vulnerable individuals and groups. Some families have a high level of need. Access to specialist support is limited due to the volume of need in the area. This may result additional emotional support being required and issues exacerbated.
7	Low expectations of engagement / access of families and pupils: A small proportion of families and pupils have poor social and emotional health/well-being. Therefore, fostering a positive attitude to learning, having a positive self-image, greater resilience (both inside and outside of the classroom) and increased emotional intelligence is critical to ensure that all of our children are ready to learn.
8	Engaging families requiring most support through home school liaisons and support packages which aims to increase participation as some families have poor engagement levels with school and this can restrict the child's development of a positive relationship with learning.
9	Adequate time for staff professional development, access to training, timetabling and resource management. Ongoing training in school and resource issues can delay training for existing and new staff.

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
<p>To ensure our school strategy is embedded and understood by all school practitioners.</p>	<p>Equity evidenced in our offer for all children. All practitioners effectively differentiate learning for all groups of children. Staff up skilled through high-quality professional development opportunities.</p>
<p>Improve the percentage of PP children achieving age appropriate levels of attainment and look to progress to a greater depth of learning level where possible, by the end of the year.</p> <p>Focus interventions, with aspirational targets, to identified children.</p> <p>Ensure pupils make good progress and to ensure maintained or better end of year attainment is made. With those identified as being higher achievers in particular subjects attaining greater depth by the end of the year.</p>	<p>PP children are taught by experienced and knowledgeable teachers.</p> <p>Half termly data and pupil progress meetings reflect improvement in % terms linked to Pupil Premium children.</p> <p>Through teaching and feedback, the promotion of metacognition and self regulation are encouraged.</p>
<p>Disadvantaged children who have been identified make accelerated progress: Improved Speech and Language skills across EYFS (leading to an improvement of PP children meeting GLD by the end of reception).</p> <p>Targeted children achieve expected standard in Year 1 phonics and Year 2 catch up.</p> <p>Improvement in PP outcomes in KS1 in reading, SPAG and writing.</p> <p>Use resources effectively to provide targeted additional support for PP children with SEN.</p>	<p>Evidence based interventions including precision teaching to be utilised throughout the school to impact as many children as possible.</p> <p>Targeted support for phonics and reading.</p> <p>End of year data and pupil progress meetings reflect % of PP achieving age related expectations is in line with non-pupil premium data.</p> <p>EYFS results July 2023 reflect PP children meeting age related expectations.</p> <p>PP outcomes in KS1 reading, SPAG and writing in line with their peers.</p>
<p>Use resources effectively to provide targeted additional support for PP children with SEN.</p> <p>School attendance rates to continue to exceed that of the national average for primary schools (96%).</p>	<p>Pupil progress meetings successfully impacting provision planning in all year groups</p> <p>SENDCo and staff to monitor data throughout the year – this data to show</p>

Children from vulnerable groups make accelerated progress to close the gaps left from COVID-19 school closures.	children from vulnerable groups making accelerated progress. Attendance monitored regularly by HT to ensure appropriate support is in place as and when needed.
To support disadvantaged children to develop their social and emotional wellbeing so that they have increased confidence and resilience in all aspects of being a successful learner, communicator and citizen, both in and outside of school.	Participation in extra-curricular activities so that all eligible disadvantaged children who want to participate are given the opportunity to do so. PP pupils to attend all school trips and organised activities which incur costs. Increased participation of disadvantaged children in wrap around care in school.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Monitoring plan to be followed as planned - S/L time to be allocated on a rotational basis - Rigorous School Effectiveness Programme to continue to support all staff through regular observations and appraisals. - Offer high quality CPD, exploring links with BVC group and other external parties - Monitor progress and identify any necessary support through termly pupil progress meetings and the staff appraisal process. 	<p>Disparity between attainment of PP and non PP children in average scaled scores.</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds</p> <p>Education Endowment Foundation (EEF) evidence base and using the Pupil Premium: guidance for school leaders (March 2022)</p>	1 2 3 4 5 9
<ul style="list-style-type: none"> - Staff providing focus group learning opportunities 	Supporting quality first teaching and targeting gaps in learning and a range of learning styles	1 2 3 4 5 6

	enabling greater than expected progress to close the gap	
<ul style="list-style-type: none"> - Rigorous School Effectiveness Programme to continue to support all staff through regular observations. - Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process. - Provide staff with high quality CPD 	<p>Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as being based on extensive research, being very low cost and high impact. EEF guidance report: Effective Professional Development</p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupils achieve highly. Using Pupil Premium: guidance for school leaders (March 2022)</p>	9
<ul style="list-style-type: none"> - Parental engagement days - Increased communications with parents, face to face, website, letter, opportunities. - Talks linked to phonics, maths, homework and rationale behind our teaching. 	<p>Research from EEF suggests disadvantaged pupils may receive less support at home.</p> <p>Triangulation of home, school and child is viewed as crucial by XXX</p>	7 8

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Mentoring and training by subject leaders to support class teachers in providing appropriate challenge and GDS opportunities. - Targeted support led by teachers/TAs to focus on identified pupils with need. - Targeted support for children working at GDS. - Class teachers, during pupil progress meetings, to identify 	<p>Research based interventions address specific needs</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds</p> <p>Intervening with pre and post teaching will enhance access to the curriculum</p> <p>EEF <i>Teacher Feedback to Improve Pupil Learning</i></p>	1 2 3 4 5 9

<p>pupils who are expected to attain GDS at the end of Key Stage 2, adapting planning sequences where necessary.</p> <ul style="list-style-type: none"> - Train school staff on use of FFT Aspire to support data analysis. - SENDCo trained staff to support with provision mapping and interventions - SENDCo to review provision half termly and feedback to staff. - HT to review attendance and ensure appropriate support is in place 	<p>Using Pupil Premium: guidance for school leaders (March 2022)</p>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Track engagement in extracurricular offerings across the school to monitor engagement and opportunities. - Review extra-curricular and enrichment engagement as part of termly pupil progress meetings. - Target opportunities based on engagement tracker information and pupil progress meetings - Class teachers to encourage uptake for extra-curricular activities. - Personalised opportunities for enrichment made available to children eligible for PP. - Financially support for school trips to those in need. - Individual invites for enrichment opportunities, 	<p>EEF guide to pupil premium 2021.</p> <p>(It is estimated that the socio economic attainment gap will grow by 11% and 75% as result of school closures.)</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

clubs and intervention and follow up.		
<ul style="list-style-type: none"> - Rigorous programme of personalised learning to include ELSA interventions. - Review social and emotional needs in meetings each week. - SENDCo to monitor ELSA uptake. - Individual invites for enrichment opportunities, clubs and intervention and follow up - Train additional ELSA to support with growing need. - Teaching Assistants to complete training including TA development programme - Staff training to include emotional, well-being, and mental health support and training 	<p>Research based interventions address specific needs Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011)</p> <p>Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference</p> <p>EEF Guidance: Improving Social and Emotional Learning In Primary Schools Using Pupil Premium: guidance for school leaders (March 2022)</p>	6, 7, 8, 9

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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.