

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Ailsa Boardman-Hirst, Headteacher
Pupil premium lead	Ailsa Boardman-Hirst, Headteacher
Governor / Trustee lead	Vanessa Lucas, lead for disadvantaged pupils

## Funding overview

13 - £1455 per pupil = 18,915

3 - £2,530 adopted from care or looked after = 7,590

2 - £335 service pupil premium = 670

= 27,175

18 = £125 recovery premium funding allocation = £2,610

Detail	Amount
Pupil premium funding allocation this academic year	£27,175
Recovery premium funding allocation this academic year	£2,610

Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£29,785</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 of experiences for pupils.

All staff should take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Needs and barriers need to be identified, understood and overcome for all children as part of excellent provision.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require 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 individual needs.

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

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

Behaviour in the school is 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 past 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 teaching and an engaging curriculum.
- 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 experiences 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 Use of diagnostic testing	Use of diagnostic testing to identify need or ‘spikey profiles’ in pupils, enabling early intervention and the upskilling of pupils, particularly those who are disadvantaged.
2 Communication abilities	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, with an increased number of children within the Early Years and Year One are showing delays

	with their <b>communication abilities</b> or speech and language support being required
3 <b>Reading</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b> than their peers.
4 <b>Maths</b>	Internal and external assessments indicate that <b>maths attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils.
5 <b>Knowledge gaps in learning</b>	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant <b>knowledge gaps</b>, leading to pupils falling further behind age-related expectations, especially in reading.</p> <p>A well sequenced, planned spiral curriculum would benefit pupils with clear prior knowledge, next steps and key knowledge to be imparted outlined.</p>
6 <b>Loss of independence</b>	<b>Loss of independence</b> – children taking responsibility for their own learning – being taught the skills to edit and improve their work without relying on adult intervention, this is particularly evident with our upper KS1 and lower KS2 pupils
7 <b>Emotional issues</b>	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Social and emotional needs and maximising access to ELSA to support vulnerable individuals and groups is vital, particularly with some families having a high level of need. Access to specialist support is limited due to the volume of need in the area. This may result in additional emotional support being required and issues being exacerbated.</p> <p>Teacher referrals for support remain relatively high. 11 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
8 <b>Attendance</b>	Our <b>attendance</b> data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
9	Adequate time for <b>staff professional development</b> , to ensure high quality teaching is provided to all pupils, particularly those disadvantaged. Access to training, timetabling and resource

<b>Staff professional development</b>	management is challenging. In school training and resource issues can delay training for existing and new staff.
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## 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
1. Use of <b>diagnostic testing</b>	Use of diagnostic testing to identify need or 'spikey profiles' in pupils, enabling early intervention and the upskilling of pupils, particularly those who are disadvantaged.
2. Improved <b>communication</b> skills, including oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when support is linked e.g. S&L specialist support is joined with school support and the triangulation with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved <b>reading</b> attainment among disadvantaged pupils.	The RWI programme is embedded, with support given to those falling below expected standards. Targets set in Oct 23 are met, based on baseline assessment detail.  Reading outcomes by the end of 23-24 academic year show progress, with progress being made by disadvantaged pupils with a view to meeting expected standards.
4. Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show progress is being made by pupils and more disadvantaged pupils are meeting the expected standard.
5. Infill <b>knowledge gaps</b> through progressive and planned curriculum	Knowledge gaps are identified and infilled by specific teaching and through a spiral, well planned and sequenced curriculum, with previous knowledge identified and ascertained. Knowledge gaps are reduced enabling future learning.
6. Develop <b>independence</b>	Pupils taking responsibility for their own learning, able to work independently, edit and improve their work without relying on adult intervention by the end of KS1.
7. To achieve and sustain improved <b>social and emotional wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• reduction in number of pupils requiring ELSA or Stormbreak support.</li> </ul>

	<ul style="list-style-type: none"> <li>An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
8. To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance over the course of the year demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate lowering for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent lowered and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
9. Improved <b>CPD access</b> and opportunities for staff.	School staff accessing CPD opportunities ensuring high quality teaching is provided to all pupils, particularly those disadvantaged.
Use of <b>diagnostic testing</b>	Use of diagnostic testing to identify need or 'spikey profiles' in pupils, enabling early intervention and the upskilling of pupils, particularly those who are disadvantaged.

## 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: **£ 8,175**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 9

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 5, 6, 9</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4, 5, 9</p>
<p>Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  Training, purchase and use of the Stormbreak platform. Facilitate access to ELSA support in school and additional support packages e.g. girls on board.</p>	<p>7, 8, 9</p>
<p>Improve attendance and the tracking of school attendance.</p>	<p>Improve attendance through parental engagement and support, linking with third parties where appropriate. Consider how to develop ideas from the 'Thrive document – how to tackle low attendance.; <a href="#">Thrive Attendance Guide.pdf (thriveapproach.com)</a></p>	<p>7, 8</p>
<p>Staff training</p>	<p>Accessing CPD opportunities including the cover cost to facilitate the releasing of staff to attend training.</p>	<p>9</p>



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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Ramsbury English hub and Ruth Miskin representatives.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 5
Additional maths sessions targeted at disadvantaged pupils who require further phonics support.	Supporting the learning of maths approaches impacts on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions are shown to be more effective when delivered regularly.	4, 5
Social and Emotional interventions	There is an increase in pupils with SEMH. The number of pupils with an EHC plan has increased by 9% between 2022 and 2023. The number of pupils with SEN support has increased by 5% from 2022 to 2023. ELSA and Stormbreak programmes provide essential support to pupils.	7, 8, 9

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	9
Whole staff training on supporting pupils with social and emotional need. Developing and improving methods linked to how pupils' well being is supported.	There is an increase in pupils with SEMH. The number of pupils with an EHC plan has increased by 9% between 2022 and 2023. The number of pupils with SEN support has increased by 5% from 2022 to 2023. ELSA and Stormbreak programmes provide essential support to pupils.	7, 8, 9
Staff training linked to the well being of staff	Staff well being is as important as pupil well being. Maintaining known staff, giving stability to pupils and their learning is important in offering consistency.	All areas
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8, 9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All areas

**Total budgeted cost: £ 26,175**

Contingency : £3,610 – likely to be absorbed into teaching

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils did not meet expectations in the academic year 2022-23, however we are working hard to address this and to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

44.5% of disadvantaged pupils are on our SEN register.

#### RWI Fresh Start programme with some PP children

	Number in Class	Number of PP children	Number of pupils on SEN register	Number having 1:1 Fast track tutoring or Fresh Start (Y3 -6)	Number of PP pupils having RWI interventions (Fast track or Fresh Start)
Reception	10	0	2	0	0
Year 1	14	3	3	4	1
Year 2	17	3	7	3	2
Year 3	14	4	2	2	2
Year 4	11	3	3	1	1
Year 5	16	3	9	1	1
Year 6	8	2	2	0	0
<b>TOTAL</b>	<b>90</b>	<b>18</b>	<b>28</b>	<b>11</b>	<b>7</b>

	Stower Provost Community School: Pupils eligible for pupil premium showing expected progress within RWI assessments from their starting point in Sept 23
Year 1	2 out of 3 (66%)
Year 2	3 out of 3 (100%) All 3 below RWI age related expected level

Year 3	1 out of 3 (33%) showing above average progress. 1 out of 3 static with progress.
Year 4	1 out of 3 (33%) static with progress. 1 exceeding ARE for reading.
Year 5	3 out of 3 (100%) making progress 1 out of 3 making above average progress from their starting point. 2 out of 3 below ARE for reading. 1 out of 3 above ARE for reading.
Year 6	2 out of 2 making progress. 2 out of 2 below ARE for reading.

National Assessments: Summer 24	Stower Provost Community School: Pupils eligible for pupil premium
Expected % achieving a pass in the national Year 1 phonics screening check	2 of the 3 would be expected to pass the Year 1 phonics check (66%).
Expected % achieving Age Related Expectations (ARE) or higher in reading, writing and maths in Year 1.	2 of the 3 would be expected to achieve in reading , writing an dmaths.
Expected % achieving a pass in the phonics screening check by Year 2 pupils.	2 out of 3.  (8 out of 17 passed the phonics screening check in Year 1. 9 need to retake in Summer 24).
Expected % achieving Age Related Expectations (ARE) or higher in reading, writing and maths in Year 2.	0 out of 3 would be expected to achieve ARE in reading, writing and maths
Expected % achieving Age Related Expectations (ARE) or higher in reading in Year 2 (KS1 SATs).	2 out of 3 would be expected to achieve ARE in reading.
Expected % achieving Age Related Expectations (ARE) or higher in writing in Year 2 (KS1 SATs).	0 out of 3 would be expected at this point to achieve ARE in writing
Expected % achieving Age Related Expectations (ARE) or higher in maths in Year 2 (KS1 SATs).	2 out of 3 would be expected at this point to achieve ARE in maths.

Expected % achieving Age Related Expectations (ARE) or higher in reading, writing and maths in Year 3.	<p>0 out of 3 would be expected at this point to achieve ARE in reading.</p> <p>0 out of 3 would be expected at this point to achieve ARE in writing.</p> <p>1 out of 3 would be expected at this point to achieve ARE in maths.</p>
Expected % achieving Age Related Expectations (ARE) or higher in reading, writing and maths in Year 4.	<p>2 out of 3 would be expected at this point to achieve ARE in reading.</p> <p>1 out of 3 would be expected at this point to achieve ARE in writing.</p> <p>2 out of 3 would be expected at this point to achieve ARE in maths.</p>

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Attainment 2024			
	Pupil Premium Attainment	Non Pupil Premium Attainment	All pupils
(GLD) EYFS			
Year 1 Phonics			
KS1			
Reading			
Writing			
Maths			
KS2			
Reading			
Writing			
Maths			

The use of diagnostic testing has enabled 'spikey profiles' to be identified and specific targeted interventions and scaffolding to be offered to pupils, leading to improved outcomes for pupils.

Communication abilities are improving through assessment and observations, along with SALT/school collaboration. Identifying key vocabulary linked to projects which is targeted through teaching has led to improved pupil skills. This is seen through pre and post assessment data, as well as engagement in lessons and book scrutiny.

Reading Write Inc was introduced into the school in Sept 23, to improve phonic and reading abilities of all pupils, following results and standards of the 2022 – 2023 academic year. A baseline of 3.5% of pupils (R to Y6) attained the appropriate phonics level to render them 'out of the RWI phonics programme' in Sept 23. RWI expectations are that pupils would be 'out' by the end of the spring term when in Year 2.

By February 2024 87% of Key Stage 2 pupils were off the phonics programme. With 100% of upper key stage 2 pupils off the programme by March 2024. Those still in the programme are either pupil premium pupils and/or SEN, of which 2 are SEN and 4 are PP.

In February 2024 47% of Year 2 pupils were off the programme before the expected RWI time. All PP children were still in the programme, with two pupils being further supported through the RWI fast track system.

Data shows that 2 out of 3 disadvantaged pupils in Reception are meeting expected standards, with one exceeding standards. Pupils in Year 2 are making good progress and with 2 out of 3 meeting expected standards. 1 in 4 disadvantaged pupils in Year 3 are meeting expected standards in Maths. 2 out of 3 in Year 4 are meeting expected standards in Maths. 1 out of 3 in Year 5 are meeting expected standards in Maths and 0 out of 2 meeting expected standards in Year 6.

The introduction and use of the Curriculum Maestro platform, offering a progressive planned curriculum which is adapted to the learning needs and experiences of our children; along with clear planning grids identifying vocabulary, key questions, sticky knowledge, pre learning and next steps have helped identified gaps in pupil learning. This has benefitted our disadvantaged pupils with data showing they are generally retaining knowledge in line with those pupils who are not disadvantaged. This has also led to improved independent working by pupils.

Targeted well-being days have been introduced to support all pupils, particularly those who are disadvantaged. Emotional issues are supported through ELSA and Stormbreak sessions. 8 out of 18 disadvantaged pupils receive 1:1 and/or small group well being support.

The school has high attendance over all and above the national average. Attendance is monitored carefully, with falling attendance identified and support given to pupils and families. Of the 18 pupil premium children at the school 16 pupils have good attendance with many having an attendance % above the national average.

CPD is given high priority within the school with many staff members following independent interest pathways and accessing training independently through a variety of accredited providers. 75% of class teachers have followed long term CPD opportunities this academic year, ensuring high quality teaching, particularly to those disadvantaged.

## Externally provided programmes

Programme	Provider
Early Support Hub	Dorset Council

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Emotional wellbeing and academic achievement of service children is important to our school. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support and identified how service children's confidence could be further developed, supporting them with future possible moves. This was achieved through parent consultation and offering support with music lessons.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in the wellbeing amongst service children.

# Further information (optional)

<b>Additional activity</b>
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