

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2023 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	Stamford Park Primary
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Price
Pupil premium lead	Jackie Bogart
Governor / Trustee lead	Emily DeAbaitua

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,910.00
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years	£3,953
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	£99,265.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about allocating the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weaker language and communication skills, lower self-esteem, more frequent behaviour difficulties, lower attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and each child is an individual; this is the key factor we keep in mind when implementing support.

At Stamford Park Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The main focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils;
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates;
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level;
- ✓ To improve attendance and punctuality.

We aim to meet our objectives by:

- ✓ Ensuring that high-quality teaching is at the heart of our approach;
- ✓ Ensuring that teaching and learning opportunities meet the needs of the pupils;
- ✓ Ensuring that disadvantaged pupils are challenged in the work they are set;
- ✓ Ensuring that a variety of opportunities are provided for these pupils to support them in reaching their academic potential by raising confidence and self-esteem;
- ✓ Ensuring that the pupils have the same access to the school curriculum and extra-curricular opportunities as non-disadvantaged pupils in the school;
- ✓ Ensuring that parents / carers are aware of the support in place for their child and actively work with them to provide additional support outside of school;
- ✓ Reviewing our attendance and punctuality policy.

The range of provisions in place for these children include:

- ✓ 1:1 academic support sessions with a teaching assistant and / or teacher;
- ✓ Small group academic support sessions with a teaching assistant;
- ✓ 1:1 catch up sessions before and / or after school with a teaching assistant;

- ✓ Specialised tuition by external agencies e.g. Helen Arkell dyslexic teachers;
- ✓ Funded educational trips, residentials, before and / or after school clubs;
- ✓ Funded music tuition;
- ✓ Additional funded mental health and wellbeing opportunities;
- ✓ Additional funded swimming sessions.

Challenges

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

Challenge number	Detail of challenge
1	Our in-school assessment systems show that disadvantaged children typically make less than expected progress from their starting points when entering school. Whilst the types of barriers they face vary, the average progress for disadvantaged children in the core subjects tends to be less than their peers.
2	Our in-school assessment systems show that significantly less disadvantaged children reach greater depth across all core subjects at the end of each year.
3	Our in-school tracking shows that disadvantaged children typically take part in less extra-curricular opportunities than their peers. These opportunities include after school clubs, competitive sporting events and individual music lessons.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language comprehension and social interaction difficulties with their peers.
5	Our in school-behaviour tracking and observations identifies that disadvantaged pupils generally demonstrate negative behaviour that goes against the individual class and school contract more frequently than their peers.
6	Our in school tracking identifies poor attendance and punctuality for some of our 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
Improved maths attainment	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils (across the 3 year period) met the expected standard.
Improved reading attainment	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils

	(across the 3 year period) met the expected standard.
Improved writing attainment	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils (across the 3 year period) met the expected standard.
Improved participation in extra-curricular opportunities	Sustained high levels of participation from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations; • sustained participation in enrichment activities, clubs, residential, etc.
Improved behaviour outcomes	Sustained behaviour improvements from 2024/25 showing that the recorded behavioural incidents for disadvantaged pupils is equal to, or less than, the school average.
Improved attendance and punctuality	Sustained attendance improvements from 2024/25 showing that the recorded behavioural incidents for disadvantaged pupils is equal to, or less than, the school average.

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: £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced quality first teaching achieved through the reduction in teaching group sizes for core subjects in Y5 and Y6	EEF has reported that: 1:1 tuition impact rating - +5 reducing class size impact rating - +2 small group tuition - +4 As the size of a class or teaching group decreases, it is suggested that the range of approaches a teacher / teaching assistant can employ and the amount of attention a pupil will receive will increase, resulting in an improvement in outcomes. We have analysed the needs of our cohorts and recognise that smaller classes for two cohorts would allow the	1, 2, 4

	children to receive more attention and more individualised support. Providing 1:1 support is the most effective way to support pupils.	
Teaching & Learning – monitoring quality first teaching through further development of teacher skills and expertise in autonomous learning strategies and AfL in the classroom.	The Cambridge International Education Teaching and Learning Team states that AfL helps learners understand what excellence looks like and how they can develop their own work to reach that level. Effective feedback has a positive effect on achievement. Having a feedback and marking policy allows constructive and impactful feedback.	1, 2
Training provided for all staff to use the new assessment system (Insights)	This system will allow teachers to assess and record attainment. The system will be used by SMT to monitor attainment and track progress made. Also, this could be used when reporting attainment to parents.	1, 2, 3, 4
Metacognition and self-regulation workshops for disadvantaged children.	EEF has reported that: Metacognition and self-regulation impact rating: +7 The evidence indicates that explicitly teaching children strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1, 2, 4, 5
Increase the wellbeing and mental health provision for all children.	When children have a safe environment, they will be more likely to share any issues, worries or concerns. This will build self-esteem and their confidence, allowing them to access and focus on their learning more.	1, 2, 4, 5

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

Budgeted cost: £36,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support sessions delivered by teaching assistants.	EEF has reported that: 1:1 tuition impact rating - +5 Working on a 1:1 basis with a pupil allows individualised and targeted support to be delivered which meets that child's needs. The teaching assistant	1, 2, 4

	can focus on that individual and tailor their delivery to match only this child's needs. It can be used to support lower attaining pupils as well as challenge the higher attaining pupils just as effectively.	
Phonics and reading interventions delivered by teaching assistants and teachers.	EEF has reported that: Phonics impact rating - +5 Reading strategies impact rating - +6 Higher attainment in reading is positively linked to better life chances. We believe that by giving children the basic skills of phonics and reading, it will allow them greater access to the whole curriculum. Delivering these in smaller groups allows much more targeted support to be put in place.	1, 2, 4
Maths interventions delivered by teaching assistants and teachers.	Higher attainment in maths is positively linked to better life chances. We believe that by giving children the basic skills of maths, it will allow them to gain confidence and provide them with life skills for the future. As the EEF states, 'Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.' Delivering these in smaller groups allows much more targeted support to be put in place.	1, 2, 4

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

Budgeted cost: £42,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Deputy Headteacher (Behaviour Lead) will be released each week to look at behaviour across the school and strategies to improve learning behaviours for disadvantaged pupils.	EEF has reported that: Behaviour interventions impact rating - +4 Positive learning behaviour directly affects attainment within the classroom. Negative learning behaviours are detrimental to attainment but also affect confidence, self-esteem, etc.	1, 5

<p>Review of the Attendance and Punctuality Policy and procedures.</p>	<p>Improved attendance rate for disadvantaged children or showing strong evidence of rapid improvement. Good school attendance gives children enormous benefits and advantages: they can develop close friendships, make excellent progress in their learning, and not miss out on any educational or social experiences.</p>	<p>1, 2, 3, 4, 6</p>
<p>Increased extra-curricular and wellbeing opportunities made available to disadvantaged pupils.</p>	<p>EEF has reported that: Physical activity impact rating - +1 Social and emotional learning impact rating - +4</p> <p>By offering sporting opportunities, peripatetic music lessons and additional wellbeing opportunities (nurture groups, Think Room, etc) confidence and self-esteem can be increased, which then impacts positively on attainment.</p>	<p>3, 4, 5</p>
<p>The Deputy Head Teacher (PP Lead) will be released each week to monitor interventions delivered by TAs across the school.</p>	<p>Ensuring interventions are targeted to individual needs ensures maximum impact, which will enable pupils to attain well. Timely alterations or interventions can also be put in place due to continuous monitoring.</p>	<p>1, 2</p>
<p>A school counsellor will be employed by the school for 0.5 days a week to support and work with disadvantaged pupils.</p>	<p>EEF has reported that: Metacognition and self-regulation impact rating: +7 Social and emotional learning impact rating: +4</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>In addition, a number of our disadvantaged children have experienced trauma earlier in their lives and having access to a trained counsellor will support them in dealing with this.</p>	<p>1, 2, 4, 5</p>
<p>The Deputy Head Teacher (PP Lead) will network with feeder secondary schools to</p>	<p>KS2 children will be provided with opportunities to attend workshops. It is important to engage children in their next</p>	<p>1, 2, 4</p>

<p>enable extra transition opportunities and to raise aspirations.</p>	<p>step after Primary School, inspiring them to have aspirations for future life.</p> <p>We will provide opportunities for our children to visit high schools, attending workshops that inspire them to engage in future education. This would then increase participation in school life and motivate them to learn.</p>	
<p>Specific TAs will provide regular nurturing sessions ('check ins') for specific pupils.</p>	<p>Pupils will have the opportunity to share any concerns or worries that they may have, allowing these to be addressed so that the pupil can focus on their learning. The TA will build positive relationships with each pupil to ensure they have a comfortable and safe place to discuss anything that they wish. This will also enable pupils to be more settled in school and access the curriculum effectively.</p>	4
<p>To provide a nutritional breakfast and snacks for pupils who may require this.</p>	<p>Ensuring pupils have sufficient and substantial food will enable them to concentrate fully on their learning. This also builds positive relationships with our kitchen staff, to allow pupils to feel confident in sharing any worries about food.</p>	
<p>The Pupil Premium Lead will hold regular meetings with parents / carers to share how their child's pupil premium funding is allocated and to offer them support, to enable them to support their child at home.</p>	<p>EEF has reported that: Parental engagement regulation impact rating: +4</p> <p>It is crucial to engage with all parents to avoid widening the attainment gaps. By supporting parents with their understanding of education and how to support their children at home, this will have a positive impact on pupil attainment. Parental engagement is normally best with very young children so we will need to consider how to ensure engagement throughout the school.</p>	1, 2, 3, 4, 5

Total budgeted cost: £103,000.00