

Pupil premium strategy statement
Stone St Mary's CE Primary School

2021 -2022



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	Stone St Mary's CE Primary School
Number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	J. Field
Governor / Trustee lead	D. Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158710
Recovery premium funding allocation this academic year	£ 18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 12339
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	£189,174

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils are to be in receipt of quality first teaching on a daily basis, with clear and robust assessment for learning in place in order that they can make accelerated progress. Our strategy plan works towards ensuring that the daily diet for disadvantaged pupils is effective so that they can access learning with appropriate support and challenge in every lesson.

Key principles behind success for our disadvantaged pupils lie in developing and strengthening social and emotional skills along with well being and enrichment, so that learning is memorable and allows children to flourish.

Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underlies success in school.

Key to raising the attainment of our disadvantaged pupils is the building of effective relationships. At Stone St Mary's we invest in our children academically, socially and emotionally and we strive to ensure each pupil is valued for who they are.

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 of some of our most vulnerable pupils has declined and the persistent absence for some has increased. There is not the value placed on attendance from some of our families and a lack of engagement from a small number has a significant affect on attendance.
2	Emotional well being – children have significant challenges in their lives and are affected by a range of issues either directly or indirectly. Families often have such challenges as financial strain, mental health difficulties etc. Disadvantaged children in our setting find it challenging to articulate and deal with their emotions and school is a safe setting in which they can do so. Many vulnerable pupils also need emotional support within the learning environment eg dealing with challenge, social interaction etc.
3	Communication and Language – a lack of vocabulary due to limited reading experiences contributes to a significant learning barrier in the classroom. Children therefore have gaps in their reading and writing attainment and need support to catch up and match their peers. Some children require support to interact effectively and confidently in the learning environment.

4	Lack of support from home with learning – our disadvantaged pupils may not have access to learning resources at home, and adults do not always have the skills required to support them. There is also a lack of value for learning at home from some vulnerable families.
5	Limited experiences outside school – our disadvantaged pupils often will not experience activities beyond their immediate location. They, therefore, struggle to draw upon experiences to help them with their learning. They may also lack confidence as a result of their limited activities and are not encouraged to take part in extra curricular activities.
6	Accessing learning in the classroom – disadvantaged pupils working at a lower level need support to access learning through effective differentiation. Gaps in learning mean that they require learning that may be more personalised and interventions are needed to address basic skills.

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
Attendance % for disadvantaged pupils is at 96% with increased engagement from parents.	<p>Engagement with parents is in place in order to support parents.</p> <p>Vulnerable pupils' attendance is increased.</p> <p>Attendance is challenged and PIAS involved when needed.</p> <p>Signposting to outside agencies eg Early Help is in place to support vulnerable families with attendance.</p> <p>Attendance is tracked and monitored regularly.</p>
<p>Disadvantaged pupils are supported with their emotional wellbeing in order that they can focus and access learning.</p> <p>Behaviour for learning of disadvantaged pupils is positive and children are fully engaged.</p>	<p>High levels of engagement are evident in lessons.</p> <p>Vulnerable pupils are receiving support from a range of internal and external agencies.</p> <p>Regular check ins with consistent staff members are taking place to ensure pupils are on track and happy in school.</p> <p>Children are given the time they need via a range of strategies to develop their emotional intelligence.</p>
Parental engagement and involvement will increase in order to support learning and other opportunities across the school.	<p>Regular parent workshops are in place to support children's learning at home.</p> <p>Parents are attending events in increasing numbers eg workshops.</p> <p>Parents of disadvantaged pupils are supported and signposted to relevant agencies through key members of staff.</p> <p>All staff are invested in establishing positive relationships with all parents.</p>

	Staff are in regular contact with parents.
Disadvantaged pupils will experience a range of activities outside of the regular classroom activity, allowing them to participate in events that they may not normally have the access to.	<p>Disadvantaged pupils are taking part in enrichment activities.</p> <p>Parents are supported to encourage their children to take part in a range of enrichment activities.</p> <p>Financial support is offered in order to ensure children can take part in enrichment activities.</p>
Disadvantaged pupils are effectively supported in the classroom through successful differentiation, adult support and assessment.	<p>TAs are deployed effectively in order to maximise impact.</p> <p>TAs are fully aware of effective assessment for learning strategies in order to move children on in their learning.</p> <p>Learning walks show that staff are supporting pupils effectively.</p>

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: £ 24,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for pupils in receipt of quality first teaching to be effectively deployed	EEF research shows + 4 months (moderate impact). Research shows that HOW they are deployed is key to success.	5
Use of Kagan to develop collaboration and communication.	There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.	3
Quality first teaching is robust across the curriculum across the school as a result of effective staff development opportunities.	Quality First Teaching is paramount for supporting learning and progress, ensuring clear progression rather than disjointed approach. EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	5
Training and resources for new phonics scheme - Little Wandle	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (<i>EEF – Phonics</i>)	4
Balanced System	Oral language skills groups provide up to + 6 months impact	3, 6
EEF projects.... Curriculum development & Supporting disadvantaged. LLSE Kent Inclusion project	Leadership to develop the capacity of supporting inclusion.	6

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

Budgeted cost: £100500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intervention, catch up on the day every day, use of surgery to support addressing gaps in learning, use of feedback	Research shows that targeted deployment has a higher impact than generalised support. (+4 months) Feedback shows very high impact at very low cost according to research (+6 months)	5
Mentoring for vulnerable pupils by SLT and MLT	Moderate impact for moderate cost (+ 4 months).	5
Pixl support for interventions	The EEF supports this collaborative approach to small group learning. (<i>EEF – Collaborative learning approaches</i>)	4, 5

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

Budgeted cost: £64626

Budgeted cost: Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional workshops and enrichment activities – access and attendance at these.	Research identifies the importance of aspiration interventions.	4
Rock Steady group	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2, 5
SLT and office manager to work collaboratively	'Parental engagement has a positive impact on average of 4 months'	1

on challenging persistent absence	additional progress.' <i>EEF – parental engagement toolkit</i>	
FLO support/ play therapist/counselling to support emotional wellbeing of pupils and parents	Behaviour interventions + 4 months. Behaviour and emotional well being impacts on ability to access learning.	1, 2

Total budgeted cost: £ 189174

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.

2020 -21 spending plan has been reviewed, and highlights the progress made within emotional support and parental engagement, strengthened by lock down.

Enrichment opportunities were not implemented fully due to not being in school, however, alternatives were put in place which proved successful. Progress of pupil premium children showed progress to be good upon return to school.

Attendance of Pupil Premium pupils has been identified as a key area needing continued focus.

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

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

--