# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Stanley Road Primary |
| Number of pupils in school  | 448 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 to 2024-2025 |
| Date this statement was published |  November 2023 |
| Date on which it will be reviewed  | November 2024 |
| Statement authorised by | R Howarth |
| Pupil premium lead | R Howarth |
| Governor / Trustee lead | R Varey |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 221,000 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £221,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Stanley Road, we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed. As an inclusive school, Stanley Road strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. Explicit, high-quality teaching is at the heart of our approach, and non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Disadvantaged pupils who are already high attainers will be supported to make good progress and achieve highly across all subject areas.Key principles:We ensure that the teaching and learning opportunities meet the needs of all the pupils. We adopt a whole school approach in which all staff take responsibility for outcomes for disadvantaged, and socially disadvantaged pupils who might not be Pupil premium, and raise expectations of what they can achieve.We intervene early at the point need is identifiedWe ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, and that already high attainers are a focus.In making provision for socially disadvantaged pupils, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.Staff are continually trained and the curriculum is reflective of the needs of our children. Giving children the knowledge they need to ensure that when they leave our school, they are secondary ready. We ensure that we support all children and their families with attendance, behaviour and well-being.Our strategy is also integral to wider school plans for education recovery, and the effective use of the recovery premium to target children whose education has been worst affected, including non-disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | The school serves an area of above average social deprivation, from which there is a significant number of pupils and families that require extensive additional support to overcome many barriers. |
| 2 | Delays in social/emotional/behavioural development |
| 3 | A number of pupils eligible for PP have language barriers and SEND |
| 4 | Pupils come from a range of ethnic backgrounds. 71% of pupils’ first language is not English |
| 5 | Attendance - pupils with PP have lower attendance than other pupils |
| 6 | Lack of parental support for some children eligible for PP |
| 7 | Not all pupils who are socially disadvantaged are registered or qualify for a free school meal. |
| 8 | Assessment’s evidence disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 9 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 10 | High number of persistent absentees, and therefore children missing valuable learning opportunities. |

## 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.

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| Intended outcome | Success criteria |
| Appropriate provision in place for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. | Pupils who belong to vulnerable groups will have provision in place which ensures impact on individual outcomes |
| Small group interventions in place for disadvantaged pupils falling behind age-related expectations | Targeted interventions evidence progress for those disadvantaged pupils falling behind age related expectations |
| To achieve and sustain excellent phonic outcomes for Y1 and Y2 pupils. Leading to a positive impact on their development of reading and writing. | KS1 phonic outcomes in 2024/25 show that more than 70% of disadvantaged children met the standard. |
| To achieve and sustain improvements in attendance for all pupils, particularly the most disadvantaged pupils | To reduce the difference in attendance between disadvantaged and non-disadvantaged pupils. |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024-25 show that more than 70% of disadvantaged pupils met the expected standard |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024-25 show that more than 70% of disadvantaged pupils met the expected standard |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £ *70,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher in Y6 | Reduced numbers allow teachers to teach differently – enabling higher quality interactions with pupils. Reduced numbers also allows for increased flexibility and greater effectiveness in the quality and quantity of feedback the pupils receive. | 1,3,4,7,9 |
| Focus on developing vocabulary knowledge | 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 | 2,3,7,8 |
| Further enhance the teaching of reading with an emphasis on the teaching of phonics across school | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children. | 2,3,4,7,8 |
| High quality support for ECT’s | The best available evidence indicates that ‘quality first teaching’ is the most important tool schools have to improve outcomes for their pupils (EEF 2021) | 9, |
| Phonics lead to focus and embed the new Phonics programme and associated training for staff across school | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  | 2,8, |
| To continue to develop the school’s robust offer to children and families and support in the removal of barriers in order for children to reach their full potential | Parent partnerships strengthened, attendance and engagement is increased and children will achieve well. Attendance will continue to improve and be at least in line with national averages. | 10,5 |

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

Budgeted cost: £ *85,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of small group/individual interventions with an experienced teacher or TA | Small group support received from a teacher or TA is an important lever in improving outcomes. Small group intervention is effective if targeted at specific need | 1,3 |
| Dedicated phonics lead teacher | A dedicated phonics lead ensures that there is fidelity to the new approach we are embedding, that Lesson Champions are implemented and staff have opportunity to work closely together to ensure the programme is as effective as possible | 1,3,8 |
| Improving provision for literacy in EYFS, particularly focusing on phonics and handwriting | A focus on oracy or speaking and listening, have a high impact on pupil outcomes. Evidence shows improved classroom climate and fewer behaviour problems following work on oral language | 1,2,8 |
| Language acquisition high priority | A focus on oracy or speaking and listening, have ahigh impact on pupil outcomes. Evidence shows improved classroom climate and fewer behaviour problems following work on oral language | 1,2,8 |

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

Budgeted cost: £ *66,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Vulnerable children’s team to support families with behaviour, bereavement, social and emotional issues | Both targeted interventions and universal approaches have positive overall effects. Social and emotional learning approaches have a positive impact. Being able to effectively manage emotions will be beneficial to young children. | 2,4,6,7,9 |
| To enhance the extra-curricular offer to all pupils and to fund this offer to increase the number of disadvantaged children taking the offer up. | Extra-curricular clubs which engage pupils in sport, dance or any kind of physical exercise have important benefits in terms of health, well-being and physical development. | 2,9 |
| Behaviour work and interventions using Crystal room and associated staffing | Evidence demonstrates that the use of behaviour strategies consistently across school has high impact. Approaches such as improving teachers’ behaviour management are proven to be effective. | 2,6,7,9 |
| Attendance lead and attendance officer based in the office team | Support and challenge for families from school and other agencies improves attendance  | 5,6,7,10 |

**Total budget cost: £***234,820*

# 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 2022 to 2023 academic year.

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| * Wellcomm was used effectively in the EYFS to improve language acquisition and support PP children
* New approach to writing has seen progress for PP and SEN children
* NFER tests have demonstrated internal progress for PP children
* Crystal room sessions have improved outcomes for PP children
* The vulnerable children’s team was effective in supporting disadvantaged families with behaviour, bereavement, social and emotional issues.
* All relevant staff received appropriate training to deliver phonics and phonically decodeable books were purchased.
* Early reading provision was enhanced in EFYS and KS1
* Attendance was improved for vulnerable children and in particular persistent absence was improved
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