Stanley Road Pupil Premium Strategy 2022-23

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

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.

We have high expectations for all of our pupils, and believe that with explicit teaching and a lot of love and care, every child can fulfil their potential. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching. The majority of school strategies are targeted towards improvement in the attainment and progress of all pupils.

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and addressing wider barriers to learning, such as attendance and behaviour.

Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme.

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.

Principles

* We ensure that the teaching and learning opportunities meet the needs of all the pupils.
* We 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.
* In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* 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.

Allocated Amount 2022- 2023: £ 214,820

This figure is comprised of Ever 6 Pupil Premium (pupils who have been eligible for free school meals within the last 6 years), Post LAC (Looked After Children) pupils and LAC pupils.

Summary of the main barriers faced by eligible pupils:

Pupils who have suffered early trauma and experience on-going attachment issues - this includes pupils with emotional and developmental delay

Delays in social/emotional/behavioural development

Cognitive delay

Medical conditions which can impact on attendance and thus learning

Language barriers

How the allocation will be spent: funding will be allocated in a tiered approach

Quality Teaching:

* Additional teacher in Y6
* Training and support from professionals
* Continued Professional development and provision for regular sequential sessions
* Development of pedagogical knowledge subject specific related
* Focus on developing children’s vocabulary knowledge
* High quality support for early career teachers

Targeted Support:

* Providing small group/individual interventions or support with an experienced teacher or T.A.
* Dedicated Intervention Lead Teacher
* Further embedding phonics in EYFS to develop early reading
* Language acquisition high priority

Wider Strategies

* Vulnerable children’s team to support families with behaviour, bereavement, social and emotional issues
* Educational visits and workshops
* Behaviour Curriculum explicitly taught
* Attendance as a priority in the School Impact Plan

All our work through pupil premium will be aimed at accelerating progress and breaking down barriers to learning that have been identified in order to move children to age related expectations.

Pupil premium resources will also be used to improve outcomes for the more able disadvantaged pupils in order to diminish the difference against outcomes nationally.

How impact will be measured and demonstrated:

Teachers will use our Insight tracking systems to track progress and attainment ensuring outcomes are met.

Evidenced based interventions - before and after impact

Pupil Progress meetings at 3 points each year will inform impact on progress and attainment through class room interventions, 1:1 etc. and will inform next steps

Observations of children’s learning and work in books

Pupil Voice

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff to produce regular reports to the governing body.