

Pupil premium strategy statement – King’s Stanley C of E Primary School 2023-2024

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	17/208 = 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 23
Date on which it will be reviewed	July 24
Statement authorised by	D van den Broek Headteacher
Pupil premium lead	KA Hollis SENDCo
Governor / Trustee lead	Mark Thomas (pupil premium governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	39840
Recovery premium funding allocation this academic year	3770
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	19479
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	63,089

Part A: Pupil premium strategy plan

Statement of intent

Our intention at King's Stanley is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject area. The focus of our pupil premium strategy is to support disadvantaged pupils that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outline in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupil' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through targeted tutoring for pupils who education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Ensure disadvantaged pupils are challenged in the work that they are set

Act early to intervene at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under developed times tables skills within KS2
2	Assessments, observations, and discussions with pupils indicate both disadvantaged and non-disadvantaged pupils both have gaps in their phonetical knowledge and understanding. This negatively impacts other development with reading.
3	Assessments, observations, and discussions with pupils indicate under developed reading skills among many disadvantaged pupils. This is evident at the end of both key stage 1 and key stage 2.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1
5	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.
6	Our assessments and observation and discussions with pupils and families have identified social and emotional issues for some pupils, the impact of isolation, lack of enrichment opportunities during school closures and lack of precision teaching to support pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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 recall of times tables vocabulary among disadvantaged pupils	Daily teaching and access to Times Tables Rock Stars. Precision teaching where gaps are identified. Increase in achievements in quick maths, reasoning and ongoing formative assessment.
Improve phonics assessments and screening tests among disadvantaged pupils	KS1 phonic assessments outcomes in 2024/2025 show that 100% of disadvantaged pupils meet the expected standards.
Improved reading disadvantaged pupils' attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/2025 show that more than 90%of disadvantaged pupils meet the expected standard

Improved writing disadvantaged pupils' attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/2025 show that more than 90%of disadvantaged pupils meet the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Improve attendance by all pupils', including disadvantaged children	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • To research and implement the THRIVE philosophy to support disadvantaged pupils • Using SCARF resources to access a fully resourced mental health curriculum • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Early help being accessed by appropriately by family support worker and SENDCo • All children's attendance to be above 98% including disadvantaged children

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: £15,772.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for Little Wandles phonics scheme Training for all staff on assessments and catch process Catch up sessions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	2,3,4,5
Embedding dialogic activities linked to phonics, reading and times tables across the school curriculum.	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 im- pacts on reading:	1,2,3

These can support pupils to articulate key ideas, consolidate understanding and extending vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Purchase books for whole class guided reading sessions Whole class reading staff training	Whole Class (Guided) Reading has much to offer children and teachers alike. It enables teachers to work directly with the whole class at the same time, it cuts down on the volume of independent activities required when using a traditional guided reading approach and it enables all children in the class to experience texts pitched at their age-group. https://primaryenglished.co.uk/blog/whole-class-reading-support-for-all	2,3
Enhancement of our maths teaching and curriculum – ensuring that consistence runs throughout school Funding used for whole school training on White Rose Maths scheme Fund math lead for learning walks, book looks and work scrutiny	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF improving mathematics in key stage 1 and 2 document	1,4
Effective feedback and marking using appropriate resources Subject leaders to look at marking in books in line with marking code Subject leader release time	There is evidence associated with how feedback can be given to children to improve children's learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedbackEEF EEf Formative Feedback document	3,4,5,
Improve the quality of social and emotional (SEMH) learning SEHM approaches will be embedded into	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.Q., improved academic performance,	6

<p>routine educational practised and supported by professional development and training for all staff.</p> <p>Family support training for pastoral members of staff</p>	<p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEF social and emotional learning document EEF Working with parents document EEF Working with Parents to Support Children's Learning document</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 31,1544.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a Programme (Phonics and reading) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme (Pearson) to provide a blend of tuition, mentoring and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	4

<p>school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group:1 tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,772.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed the Thrive Approach (developmental and trauma-sensitive approach to meeting the emotional and social needs of children.)</p>	<p>Targeted intervention with social and emotional development of all children helps to manage distressed behaviour and reduce absence and exclusions. Evidence: Thrive portal, exclusions data, intervention records https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p>	<p>5</p>
<p>Increase attendance through pastoral support</p>	<p>Increasing relationships with parents, students and staff can lead to increased attendance. Providing early intervention when attendance is slipping can halt the persistent attendance.</p>	<p>5</p>
<p>Parent information events to support home (sleeping, healthy eating, anxiety management)</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5</p>

Total budgeted cost: £ 62,089

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Impact
<p>1.</p> <p>Improved times tables skills in KS2.</p> <p>Year 4 Multiplication Tables Check Assessment</p>	<p>2022/2023</p> <p>5/7 Pupil premium children passed the MTC (2 who didn't are SEND – one awaiting EHCP. They made progress from their starting point but did not make the pass mark for the MTC)</p> <p>2/2 service children passed the MTC.</p>
<p>2.</p> <p>Improved Phonics Assessment and screening tests attainment among disadvantaged children.</p>	<p>2022/2023</p> <p>Year 1 PP children</p> <p>100% PP children passed phonics screening (1 child)</p> <p>100% service children passed phonics screening (2 children)</p> <p>100% PP passed year 2 check phonics screening (2 children)</p>
<p>3.</p> <p>Improve Reading attainment for disadvantaged children at the end of KS1 and KS2</p>	<p>KS1</p> <p>Results in 2023</p> <p>50% at WTS (1 pp child)</p> <p>50% Exp (1 pp child)</p> <p>Results in 2022</p> <p>100% expected (1 pp child)</p> <p>KS2</p> <p>Results in 2023</p> <p>29% WTS (2 PP children)</p> <p>57% Exp (4 pp child)</p> <p>14% GDS (1 PP children)</p> <p>Results in 2022</p> <p>25% WTS (1 PP children)</p> <p>25% Exp (3 pp child)</p>

<p>4.</p> <p>Improve Maths attainment and progress for disadvantaged children at the end of KS1 and KS2</p>	<p>KS1 Results in 2023 100% Exp (2 pp child)</p> <p>Results in 2022 100% WTS (1 pp child)</p> <p>KS2 Results in 2023 29% WTS (2 PP children) 29% Exp (2 pp child) 43% GDS (3 PP children)</p> <p>Results in 2022 25% WTS (1 PP children) 50% Exp (2 pp child) 25% GDS (1 PP children)</p>
<p>5.</p> <p>Improve Writing attainment and progress for disadvantaged children at the end of KS1 and KS2</p>	<p>KS1 Results in 2023 100% Exp (2 pp child)</p> <p>Results in 2022 100% WTS (1 pp child)</p> <p>KS2 Results in 2023 29% WTS (2 PP children) 71% Exp (5 pp child)</p> <p>Results in 2022 25% WTS (1 PP children) 75% Exp (3 pp child)</p>
<p>6.</p> <p>Improve opportunities for children who have been identified with</p>	<p>Access to trained SEMH staff who have release time to speak with children, conduct home visits and speak with parents.</p> <p>Coffee mornings held for children and parents to share information</p> <p>Parents reporting that SEMH resources and advice is now available more freely.</p>

social and emotional issues. including their attainment.	<p>Thrive sessions happening daily</p> <p>Whole school wellbeing Wednesdays being held.</p> <p>My Happy Mind being trialled.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
THRIVE	THRIVE ONLINE
LITTLE WANGLES	Little Wangles

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>During the last academic year service pupil premium has been used for:</p> <p>Part funding The Lighthouse, pastoral space with THRIVE trained staff available</p> <p>Play therapist sessions</p> <p>Part funding family support worker</p> <p>Part funding tea and toast nurture provision</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Pupils in receipt of service pupil premium have an increased resource of pastoral support for themselves and their families. Lots of the resources are available daily so that we can be proactive in support rather than having a reactive support system in place. Pupils have reported that they like having the resources available to them when they need it, and also having it there when they are sign posted to it by an adult who can see they need some extra support.</p>

