

# Pupil premium strategy statement – Recovery Premium

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	King's Stanley Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers <b>(Please refer to Premium Strategy for 3 Year Plan)</b>	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Derk van den Broek, Headteacher
Pupil premium lead	Sarah Wilson, Deputy Headteacher
Governor / Trustee lead	Mark Thomas, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,625.00
Recovery premium funding allocation this academic year	£4,785.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,410.00

# 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 areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve 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 outlined 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 pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in 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're 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 expectations 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 <b>times tables</b> skills within KS2.
2	Assessments, observations, and discussions with pupils indicate both disadvantaged and non-disadvantaged pupils both have gaps in their <b>phonetical knowledge</b> and understanding. This negatively impacts their development with reading.
3	Assessments, observations, and discussions with pupils indicate under-developed <b>reading skills</b> among many disadvantaged pupils. This is evident at the end of both Key Stage 1 and Key Stage 2.

	At the end of KS1 50% of our disadvantaged pupils were below age-related expectations compared to 16% of other pupils. The gap at the end of KS2 shows 38% of our disadvantaged pupils were below age-related expectations compared to 27%
4	Internal and external (where available) assessments indicate that <b>maths</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. At the end of KS1 33% of our disadvantaged pupils were below age-related expectations compared to 8% of other pupils. The gap at the end of KS2 shows 25% of our disadvantaged pupils were below age-related expectations compared to 36%  It also showed 13% of disadvantaged pupils achieving greater depth at the end of KS2 compared to 23% of non-disadvantaged.
5	Internal and external (where available) assessments indicate that <b>writing</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. At the end of KS1 67% of our disadvantaged pupils were below age-related expectations compared to 16% of other pupils. The gap at the end of KS2 shows 38% of our disadvantaged pupils were below age-related expectations compared to 36%  It also showed 13% of disadvantaged pupils achieving greater depth at the end of KS2 compared to 23% of non-disadvantaged.
6	Our assessments observations 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 closure 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 <b>times tables</b> vocabulary among disadvantaged pupils.	Daily teaching, weekly formative assessments and observations indicate significantly improved accurate times table recall among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in maths lessons, quick maths results and ongoing formative assessment each term.
Improved <b>phonics</b> assessments and screening tests	KS1 phonics assessments outcomes in 2024/25 show that 100% of disadvantaged pupils meet the expected standard.

attainment among disadvantaged pupils.	
Improved <b>reading</b> attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.
Improved <b>writing</b> attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• to research and implement The Thrive philosophy to support disadvantaged pupils.</li> <li>• Using SCARF resources to access a fully resourced mental health curriculum.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Early help being accessed appropriately by FSW (Family Support Worker) and SENCo (Special Educational Needs Co-ordinator)</li> </ul>

## 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: **£18,125.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p>	2, 3, 4, 5

	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
<p>Embedding dialogic activities linked to phonics, reading and times tables across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches (Little Wandles) have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 4
<p>Effective feedback and marking using appropriate resources</p>	<p>There is evidence associated with how feedback can be given to children to improve children's learning learning</p> <p>Feedback Marking</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	3, 4, 5
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	6

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£24,367.0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programmes (Phonics and reading) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme (Pearson) to provide a blend of tuition, mentoring and 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.	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: **£7550.00**

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.</p> <p>Evidence: Thrive portal, exclusions data, intervention records</p> <p>Social and Emotional - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

**Total budgeted cost: £50,410.00**

## 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.

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### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.