

## Pupil premium strategy statement

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	Stockton Primary School
Number of pupils in school	122 plus 21 Nursery
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Anne Bedgood
Governor / Trustee lead	Richard Hopkins Burton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12 105
Recovery premium funding allocation this academic year	£2 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£14 105

# Part A: Pupil premium strategy plan

## Statement of intent

*At Stockton Primary School we believe that all children should have the best possible chance to secure a high-quality education which equips them for a successful and fulfilling life. We are ambitious for all pupils and support those who are disadvantaged in a number of ways - socially, emotionally and academically so that achievement can be maximised.*

## Challenges

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

Challenge number	Detail of challenge
1	The majority of disadvantaged pupils at Stockton join the school part way through their primary years and therefore need time to settle into new routines – some pupils have attended multiple schools within a short space of time
2	The achievement of PP pupils is lower than that of their peers with outcomes at the end of all key stages being below the remainder of the cohort
3	PP pupils at Stockton often have additional challenges such as not being emotionally ready to learn due to complexities in home life or SEMH. This results in reduced stamina and resilience which impacts on achievement
4	PP pupils are often lacking in broad life experiences which contribute to success – their cultural capital is low and this impacts upon their achievement
5	Reading skills can be limited and this reduces access to other curriculum subjects and causes cognitive overload
6	Vocabulary and language can be impoverished
7	Parental engagement can be limited

## 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
Accelerate progress and raise attainment in reading for all PP pupils	<ul style="list-style-type: none"> <li>• High quality phonics teaching will be evident in EYFS, KS1 and top up sessions for those needing top up</li> <li>• Access to reading materials closely matched to phonic knowledge so that children gain confidence as they read and are able to apply their skills with clear progression</li> <li>• Additional top up phonics sessions so that knowledge and skills are practiced regularly and gaps are closed</li> <li>• Intervention sessions for pupils in KS2 to ensure reading fluency</li> <li>• Use of PIXL therapies to address gaps in comprehension</li> <li>• Use of high quality texts as springboards for learning via The Power of Reading</li> <li>• Children will show obvious enjoyment of reading</li> <li>• Data outcomes will indicate accelerated progress</li> </ul>
Accelerate progress and raise attainment in maths and writing for all PP pupils	<ul style="list-style-type: none"> <li>• Teaching of both maths and writing will be good or better in all classes – this will be evidenced through lesson observations, book trawls, questioning, task design and levels of engagement for all pupils</li> <li>• Children will acquire mathematical fluency in the 4 operations and excellent recall of number facts</li> <li>• Children will have access to a language rich curriculum which promotes the use of accurate grammatical structures, spelling and clear purpose for writing</li> <li>• EYFS will place great emphasis on mark making and accurate letter formation</li> <li>• Intervention groups for fine motor will address the physical aspect of writing</li> <li>• Word wizard intervention for vocabulary enrichment</li> </ul>
Ensure PP pupils are emotionally well placed for learning	<ul style="list-style-type: none"> <li>• Offer counselling sessions with a professional counsellor to ensure pupils have the opportunity to develop emotional resilience</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer lego club to enhance social interaction and build friendships</li> <li>• Offer 'Time to Talk' to support friendships and social interaction</li> </ul>
Enhance opportunities for extra curricular/wider curriculum to boost cultural capital for PP pupils	<ul style="list-style-type: none"> <li>• Pupils will engage in after school activities such as netball, cooking, gymnastics to enhance their experience</li> <li>• Opportunities in music will broaden children's experiences</li> </ul>
Ensure PP pupils receive a language rich curriculum and have opportunities to develop excellent speaking and listening skills which allows eloquent self-expression, confidence and competence in receptive language	<ul style="list-style-type: none"> <li>• Quality first teaching ensures exposure to language which is modelled well</li> <li>• Chosen texts model excellent language</li> <li>• Wellcomm Screening in EYFS identifies gaps in language and these are addressed through 'The Big Book of Ideas'</li> </ul>
<p>Ensure relationships with parents are positive and supportive</p> <p>Ensure parents are empowered to support their children effectively at home</p>	<ul style="list-style-type: none"> <li>• Engagement with parents will be regular and positive</li> <li>• Parents will be informed about their child's progress and attainment</li> <li>• Parents will know the areas their child needs help with</li> <li>• Parents will have opportunities to work with school staff to gain skills in supporting their child at home</li> <li>• Early Help will take place in a timely fashion</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: £ 6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INTENDED OUTCOME</p> <p>Accelerate progress and raise attainment in reading for all PP pupils</p> <ul style="list-style-type: none"> <li>• CPD from Morris and Simmonds for EYFS staff in phonics - £200</li> <li>• Subscription to PIXL providing access to a range of resources - £2000</li> <li>• Attendance at PIXL conferences for Raising Standards Lead</li> <li>• Tightly planned monitoring schedule which allows reading lead to observe and give feedback (half termly basis 6 sessions ) – moving practice forward £1450</li> </ul>	<p>Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.</p>	<p>5</p>

<p>supply cover costs</p> <ul style="list-style-type: none"> <li>• Purchase of books to ensure breadth for early readers £200</li> <li>• Purchase of decodable, synthetic phonic reading books for older readers £200</li> </ul>		
<p>INTENDED OUTCOME</p> <p>Ensure PP pupils receive a language rich curriculum and have opportunities to develop excellent speaking and listening skills which allows eloquent self-expression, confidence and competence in receptive language</p> <ul style="list-style-type: none"> <li>• Training in the use of Wellcomm Language Screening Tool – screening in EYFS – leading to small group work addressing gaps – use of diagnostic tools to ascertain specific needs in terms of language - £200</li> <li>• Refresh books and materials from ‘The Power of Reading’ £350</li> <li>• CPD for the English Lead to ensure new ideas in pedagogy are accessed £500</li> <li>• Access to diagnostic tools supplied and</li> </ul>	<p>Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.</p> <p>EEF</p> <p>Small group tuition has an average 4 months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>6</p>

completed by specialist teacher £1000		
<p><b>INTENDED OUTCOME</b> Accelerate progress and raise attainment in maths and writing for all PP pupils</p> <ul style="list-style-type: none"> <li>• Access to CPD for maths lead</li> <li>• Tightly planned monitoring schedule to ensure developmental feedback for staff (maths lead to have monitoring time) £500 cover</li> <li>• Access to PIXL materials</li> <li>• Access to White Rose and Classroom Secrets for support in planning high quality lessons £200</li> </ul>	Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.	2

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

Budgeted cost: £ 4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>INTENDED OUTCOME</b> Accelerate progress and raise attainment in reading for all PP pupils</p> <ul style="list-style-type: none"> <li>• Use of Wellcomm Screening in the EYFS and KS1 to identify</li> </ul>	<p>The EEF states the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress,</p> <p>EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.</p>	2, 5, 6

<p>language needs and plan subsequent interventions – TA to work with identified group delivering intervention from ‘The Big Book of Ideas’ – language enrichment pre-prep for reading £1400</p> <ul style="list-style-type: none"> <li>• Groups needing additional phonics identified early in Reception – teacher to deliver interventions</li> <li>• Use of interventions such as Word Wizard to enhance vocabulary – TA led 3x weekly £1500</li> <li>• Inference training intervention in KS2 to develop skills such as deduction, prediction and inference TA led x2 weekly £500 (6 -10 week block)</li> <li>• PIXL therapy groups – group identified through diagnostic testing – therapies</li> </ul>		
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<p>address gaps in a forensic manner</p> <p>£600 TA to deliver termly</p> <ul style="list-style-type: none"> <li>• 1:1 reads x3 weekly</li> </ul> <p>£200</p>		
<p><b>INTENDED OUTCOME</b></p> <p>Accelerate progress and raise attainment in maths and writing for all PP pupils</p> <ul style="list-style-type: none"> <li>• PIXL therapy groups in maths – teacher led led – TA to support class for 15 minutes sessions</li> <li>• 1:1 interventions in maths e.g. Plus 1</li> <li>• Access to materials to support grammar and spelling</li> </ul> <p><b>£100</b></p>	<p>EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.</p>	

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

Budgeted cost: £ 3732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INTENDED OUTCOME</p> <p>Ensure PP pupils are emotionally well placed for learning</p> <ul style="list-style-type: none"> <li>• Counselling sessions purchased for identified pupils</li> </ul> <p>£1000</p>	<p>EEF Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental</p>	<p>3</p>

<ul style="list-style-type: none"> <li>• Drawing and Talking therapy offered by HT</li> <li>• Emotion coaching offered by specialist teacher</li> <li>• Use of CPoms to record behaviour – detailed information useful in early identification of need</li> </ul>	<p>health and lower academic attainment.</p>	
<p><b>INTENDED OUTCOME</b> PP pupils are often lacking in broad life experiences which contribute to success – their cultural capital is low and this impacts upon their achievement</p> <ul style="list-style-type: none"> <li>• 1:1 music tuition offered to identified pupils £882</li> <li>• PP pupils receive support to access educational visits £250</li> <li>• PP pupils receive support to access cultural experiences e.g. theatre visit, art gallery visit £250</li> <li>• Curriculum experience enhanced by use of high- quality resources e.g. use of real sunflowers when teaching about Van Gogh, oil paints, canvases etc.</li> </ul>	<p>EEF - There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. 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.</p>	<p>4</p>

<ul style="list-style-type: none"> <li>Subsidised places at after school clubs such as gymnastics and netball £500</li> </ul>		
<p><b>INTENDED OUTCOME</b> To ensure good parental engagement</p> <ul style="list-style-type: none"> <li>School ethos is to be open and welcoming to all parents</li> <li>Coffee mornings to facilitate good partnerships</li> <li>Ensure all parents of PP pupils attend parent evenings – offer alternative dates</li> <li>Senior Leaders e.g. HT and SENDCO to build relationships with PP parents</li> <li>Facilitate workshops to aid parents in supporting pupils at home £300 cover for staff</li> <li>Early identification of EH needs – use of CPoms</li> <li>Subsidised places at before/after school club to support parents to work etc. £500</li> <li>EYFS open mornings to support parents in early education/learning through play £300 cover for staff</li> </ul>	<p>EEF research Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>7</p>

**Total budgeted cost: £14 832**

## 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.

Previous strategy focussed on ensuring PP pupils could access support during the pandemic – this included some virtual counselling sessions, nurture based activities whilst attending school and during the summer term 2021 focussed intervention based on the outcomes of diagnostic testing to ensure catch up was as thorough as possible.

### 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)

N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

The school has a strong ethos of aspiration for all - irrespective of background. High expectations are evident in all areas of school and staff are committed to ensuring no pupil is left without the support they need. We work extremely effectively with other professionals – external and within our MAT - to secure the best future possible for our pupils.