

## 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	155 pupils including Nursery
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 -2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Anne Bedgood
Governor / Trustee lead	Simon Kent

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£0
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	£18, 005

# 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 Drawing and Talking training to 2 members of the support staff so that disadvantaged pupils can access this therapy to support emotional wellbeing</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> <li>• Offer nurture based activities for pupils</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> <li>• Access to residential educational visits will be supported</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>
Ensure relationships with parents are positive and supportive Ensure parents are empowered to support their children effectively at home	<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 **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10 975

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>• CPD in oracy – Ben Kingston-Hughes via our subscription to the consortium £775</li> <li>• Subscription to PIXL providing access to a range of resources - £2500</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 £500</li> <li>• Purchase of decodable, synthetic phonic reading books for older readers £300</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>• <b>Delivery of Welcomm Screening to eligible pupils</b></li> <li>• <b>£500</b></li> <li>• Refresh books and materials from 'The Power of Reading' £350</li> <li>• <b>Subscription to the Power of Reading £600</b></li> <li>• CPD for the English Lead to ensure new ideas in pedagogy are accessed £500</li> <li>• Access to diagnostic tools supplied and completed by specialist teacher £2000</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>	6
<p>INTENDED OUTCOME</p> <p>Accelerate progress and raise attainment in</p>	<p>Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.</p>	2

<p>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 £1000</li> </ul>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 6 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INTENDED OUTCOME 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 language needs and plan subsequent interventions – TA to work with identified group</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>	<p>2, 5, 6</p>

<p>delivering intervention from 'The Big Book of Ideas' – language enrichment pre-prep for reading £2400</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 £1700</li> <li>• Inference training intervention in KS2 to develop skills such as deduction, prediction and inference TA led x4 weekly £1000 (6 -10 week block)</li> <li>• PIXL therapy groups – group identified through diagnostic testing – therapies address gaps in a forensic manner £1000 TA to deliver termly</li> </ul>		
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<ul style="list-style-type: none"> <li>• 1:1 reads x3 weekly £200</li> </ul>		
<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>• PIXL therapy groups in maths – teacher 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>£500</b></p>	EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.	

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>INTENDED OUTCOME</b> Ensure PP pupils are emotionally well placed for learning</p> <ul style="list-style-type: none"> <li>• Drawing and Talking therapy offered by support staff</li> <li>• £400</li> <li>• Emotion coaching offered by specialist teacher</li> </ul>	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 health and lower academic attainment.	3

<ul style="list-style-type: none"> <li>• Use of CPoms to record behaviour – detailed information useful in early identification of need</li> </ul>		
<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 £300</li> <li>• PP pupils receive support to access educational visits</li> <li>• PP pupils receive support to access cultural experiences e.g. theatre visit, art gallery visit</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> <li>• Subsidised places at after school clubs such as gymnastics and netball £100</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>	4
<p><b>INTENDED OUTCOME</b> To ensure good parental engagement</p>	<p>EEF research Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently</p>	7

<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</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.</li> <li>• EYFS open mornings to support parents in early education/learning through play</li> </ul>	<p>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>	
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**Total budgeted cost: £18 075**

## 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 2023 to 2024 academic year.

Previous strategy focussed on ensuring PP pupils could access academic support to ensure reading skills were enhanced – this is an on-going project which requires continual investment to maintain 1:1 tutoring, up to date reading materials, subscriptions to APPS such as Reading Eggs. Emotional support is also an on-going initiative as pupils need to be supported to be in the best place for learning.

### 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.