



Stathern Primary School
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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	Stathern Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Karen Lambert, Headteacher
Pupil premium lead	Karen Lambert
Governor	Clare Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,760
Recovery premium funding allocation this academic year	£ 2,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 18,230



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Part A: Pupil premium strategy plan

Statement of intent

Stathern Primary School pupils, staff and governors, live by our ethos of 'nurture, inspire, discover, create'. This we feel supports our intention: that all of our pupils, regardless of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and be the best they can be in all aspects of school life.

The focus of our pupil premium strategy is based upon recognising the challenges faced by all children, and assessing and analysing how we can support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Strategies for the 2021-2022 academic year are based upon the latest Education Endowment Foundation Guide to Pupil Premium. The EEF guide recognises both the opportunity and the challenge created by the Pupil Premium, setting out a way of using evidence to inform decision-making. It provides advice on creating a Pupil Premium strategy, contests some common myths, and contains case studies of four inspiring schools.

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 the School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils, during the pandemic currently faced.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils make good progress.

To ensure they are effective we will:

- strive for high educational and personal development outcomes through quality first teaching
- 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
- promote opportunities for all, ensuring the pupil premium children receive opportunities to explore the extra-curricular, have a range of cultural capital opportunities to enhance their education, whilst developing their skills and character.



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- support our bottom 20% of readers in all year groups, regardless of whether they are disadvantaged
- track the progress that all children are making to ensure good progress is being made and strategies being used are effective

We will ensure that all children have access to enrichment experiences such as residential visits and taking part in an extra-curricular activity.

We will monitor attendance and support parents to ensure their child attends school so that there is no gap between the attendance of disadvantaged children and others.

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and vocabulary gaps among many disadvantaged children from Reception to Year 6
2	Many disadvantaged pupils have lower phonetical awareness than their non-disadvantaged peers which negatively impacts on their progress as readers
3	Our internal and external data (when available) indicates that the attainment of disadvantaged children in reading, writing and maths is slightly below that of their non-disadvantaged peers at expected but higher than their non-disadvantaged peers at higher standard. Because the cohort is small, planning needs to be done on an individual basis from year to year.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and reading.
5	Our observations and school surveys indicate that the social and emotional issues have risen in many of our children through lockdown.
6	Ensuring that identified key knowledge and skills are committed to long term memory. Observations, pupil voice and work scrutiny illustrate gaps in learning, particularly with disadvantaged children and recall of knowledge and skills can be lower than that of their peers
7	Proportionally lower parental engagement and support of some pupil-premium families
8	Lower aspirations of some of our pupil premium families



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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 reading attainment for disadvantaged pupils at the end of KS2, and close the disadvantaged gap	Achieve national average progress scores in KS2 Reading of at least 0, in 2024 To close the disadvantaged gap across the school further, reflected in our 2021/2022 internal data in comparison to our 2020/2021 internal data.
Improved writing attainment for disadvantaged pupils at the end of KS2, and close the disadvantaged gap	Achieve national average progress scores in KS2 writing of at least 0, in 2024 To close the disadvantaged gap across the school further, reflected in our 2021/2022 internal data in comparison to our 2020/2021 internal data.
Improved maths attainment for disadvantaged pupils at the end of KS2, and close the disadvantaged gap	Achieve national average progress scores in KS2 Reading of at least 0, in 2024 To close the disadvantaged gap across the school further, reflected in our 2021/2022 internal data in comparison to our 2020/2021 internal data.
Improved attainment for disadvantaged Pupils in the Y1 and Y2 Phonics Screening Check.	Phonics pass achieved for our 2 pupils.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among dis-advantaged pupils
To increase the amount of learning the children commit to their longer-term memory	Pupil voice, data and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to new learning situations



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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: £ 12,301 +

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the use of Pupil Premium First to prioritise these children during lessons and feedback	Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) The EEF Guide to the Pupil Premium Evidence to support the impact of high-quality feedback: EEF Tool Kit Average Effect Sizes graph	1,2,3 & 6
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap	1,2,3 & 6
Small group intervention sessions by class teachers and LSA team based on test gap analysis for PP/ borderline pupils	Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) The EEF Guide to the Pupil Premium Evidence to support the impact of high-quality feedback: EEF Tool Kit Average Effect Sizes graph	1,2,3 & 6
Implementation of a DfE validated Systematic Synthetic Phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though	2



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to secure stronger phonics teaching for all pupils.	not necessarily comprehension), particularly for disadvantaged pupils: Phonics Impact (+ 5months)	
KS2 staff training to develop how best to incorporate whole class Guided Reading into our curriculum. All KS2 children to have specific lessons 5 times per week.	There is a very strong evidence base for teaching specific reading comprehension strategies which focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading Comprehension Strategies (+6 months)	1,2,3 & 6

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

Budgeted cost: £ 4,729+

Activity	Evidence that supports this approach	Challenge number(s) addressed
A continued focus on maths and English standards in all year groups, through interventions and tuition to support recovery. Support for Year 2 (class 2) Year 6 (class 4) teacher with delivering timetabled interventions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF (+4 months) EEF The Attainment Gap	1,2,3 & 6
Establish small group tutoring sessions and intervention sessions with key pupil premium children at risk of not meeting age related expectations in phonics and KS1 and KS2 in reading and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF (+4 months) EEF The Attainment Gap	1,2,3 & 6
To re-launch through whole school training and embed the use of Pupil Premium First to prioritise	Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):	1,2,3 & 6



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these children during lessons, intervention sessions and whilst providing high quality, personalised feedback.	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) The EEF Guide to the Pupil Premium Evidence to support the impact of high-quality feedback: EEF Tool Kit Average Effect Sizes graph	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,200+

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the cultural capital and opportunities for children to enhance their education by supporting with costs towards termly trips and visits.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way The impact of non-cognitive skills on outcomes for young people Literature review - 21 November 2013 EEF The Attainment Gap	4,5,7 & 8
To provide opportunities for children to experience and develop cross-curricular skills to improve their character, resilience and social and emotional development.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. The impact of non-cognitive skills on outcomes for young people Literature review - 21 November 2013 EEF The Attainment Gap	4,5,7 & 8
Ability to provide small group ELSA intervention sessions by trained ELSA Supervisors	Evidence based on accessing learning with improved SEL learning behaviours EEF SEL Learning (+4 months)	4,5,7 & 8
Contingency fund for acute issues.	Based on our experiences and other similar schools, we have identified a need to set a small amount of funding aside to respond quickly to the needs which have not yet been identified.	All



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Total budgeted cost: £ 18,230+



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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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key Stage 1 (Internal data)

Attainment

	Pupils	% Expected standard + (W/R/M)				
		PP	Not PP	Gap		
Summary	All pupils	0	13	-	84%	-
Gender	Male	0	4	-	92%	-
	Female	0	8	-	79%	-
Prior Attainers	High PA	0	1	-	100%	-
	Middle PA	0	12	-	82%	-
	Low PA	0	0	-	-	-
SEN Group	SEN Support	0	0	-	-	-
	No SEN	0	13	-	84%	-
	EHCP	0	0	-	-	-
Ethnic Group	White	0	0	-	-	-
	Non-white	0	0	-	-	-



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Key Stage 2 (Internal TA data)

Attainment

		Pupils		% Expected standard + (R/M)		
		PP	Not PP	PP	Not PP	Gap
Summary	All pupils	3	11	67%	81%	-14%
Gender	Male	2	5	50%	80%	-30%
	Female	1	6	100%	67%	+33%
Prior Attainers	High PA	1	4	100%	100%	0
	Middle PA	1	5	100%	100%	0
	Low PA	1	2	50%	100%	-50%
SEN Group	SEN Support	0	1	-	100%	-
	No SEN	0	13	-	79%	-
	EHCP	0	0	-	-	-
Ethnic Group	White	3	11	67%	81%	-14%
	Non-white	0	0	-	-	-



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Externally provided programmes (N/A)

Service pupil premium funding (N/A)