



Stow Heath Primary School

Pupil Premium Strategy Statement

for academic year 2023-2024

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview	
Detail	Data
School name	Stow Heath Primary School
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan	2023-2024
Date this statement was published	Following FGB on 4 th December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Lisa Scoffham
Pupil premium lead	Lisa Scoffham
Governor / Trustee lead	Janice Silvester-Hall
Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£286674
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£286674
Total spend as detailed on the following pages for this academic year	£317846

Part A: Pupil premium strategy plan

Statement of intent

At Stow Heath Primary School we value the abilities and achievements of all its pupils and are committed to providing each pupil with the best possible environment for learning so that they are able to make good progress and achieve well, irrespective of their background. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school.

All of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to be able to “Shine like a Star”. As a school, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Education recovery following the periods of national school closures also forms a vital part of our strategy and wider school plans, including targeted support from Third Space Learning for pupils whose education was most affected during this time. Activities linked to the educational recovery of pupils outline how the support is intended to meet the needs of the pupils; this may be regardless of whether pupils are disadvantaged or not.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities

High first quality teaching is at the very heart of all that happens at Stow Heath. This strategy outlines our priority of focusing on areas in which disadvantaged pupils require the most support. It is school's intention that in doing so, the attainment gap between disadvantaged pupils and their peers closes whilst sustaining the progress and attainment of non-disadvantaged pupils.

Setting priorities is key to maximising the use of the PPG. By implementing a school-wide accountability approach to improving outcomes for disadvantaged pupils, school will ensure that the following priorities are rooted in all that we do:

- Ensure our pupils have access to high quality first teaching in the classroom and are challenged in their learning
- Demonstrate a commitment to closing the attainment gap between disadvantaged pupils and their peers which is rooted in a robust assessment system.
- Provide targeted academic support for both pupils who are not making the expected progress and those who already are, or have the potential to be, high attainers
- Addressing non-academic barriers to attainment such as attendance and behaviour to ensure that there is a holistic approach to addressing pupils needs and pupils receive the necessary support to achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for academic year 2023-2024

Challenge number	Detail of challenge
<p>1</p> <p>Narrowing the gap between groups in attainment</p>	<p>In school data from 2022-2023 shows there is a gap for those pupils who are in receipt of the PPG in the following areas which will be addressed through targeted funding in 2023-2024</p> <ul style="list-style-type: none"> ➤ At the end of EYFS in 2023, 42% of PP children achieved a Good Level of development compared to 52% nationally. Data indicates that less than half of those eligible for PP funding achieved the expected standard in the prime area of Communication & Language and the specific areas of Literacy and Maths. ➤ In the Year 1 Phonic Check, 76% of PP children achieved the standard of the check compared to 89% on non PP pupils. ➤ At the end of Key Stage 1, outcomes in Reading and Writing for PP pupils was below that of their peers (Reading 52% vs 67%; Writing 52% vs 63%). By comparison, Maths outcomes at KS1 for PP pupils were broadly in line with their peers. ➤ Whilst outcomes at the end of KS2 would suggest that there is a minimal gap between PP and non PP pupils, internal data indicates that in coming years over KS2, there is a gap in attainment between PP and non PP which will need to be addressed.
<p>2</p> <p>Phonics for pupils in Year 1</p>	<p>Phonic outcomes at Stow Heath have improved year on year and school has achieved above national expectations the past two academic years.</p> <p>However, in school data indicates that at the end of Reception in 2023, 50% of pupil premium pupils were at the expected standard in Word Reading.</p> <p>This will mean that the provision that is put into Year 1 in the Autumn and Spring Terms will need to be adapted to ensure that the proportion of pupils that reach the expected standard in Phonics by the end of Year 1 improves to be in line or better than those seen nationally.</p>
<p>3</p> <p>Vocabulary & Speech & Language</p>	<p>50% of pupils who were eligible for pupil premium funding achieved the expected standard in speaking at the end of EYFS in 2023, compared to 73% of pupil premium pupils nationally. This indicates that there is a need for targeted speech and language interventions for pupils who are not yet working at their age related expectations for speaking across school.</p>
<p>4</p> <p>Attendance</p>	<p>Whole school attendance for 2022-23 was 93.67%. For pupils eligible for pupil premium, the attendance rate was 93.24% compared to 94.02% for pupils not eligible for the funding.</p> <p>Pupil Premium pupils at Stow Heath are more likely to be persistently absent from school than their peers according to school's attendance data. Currently 39/58 pupils (67%) recorded as persistently absent are eligible for pupil premium, although this has decreased from the previous academic year when the % was 75%.</p>
<p>5</p> <p>Social & Emotional Support</p>	<p>From in school monitoring and discussions with both staff and pupils, there is a need to continue to seek both internal and external support with social and emotional issues for a number of both our disadvantaged and non-disadvantaged pupils.</p> <p>Monitoring of CPOMS notifications and informal parental discussions would also indicate an increase in the number of parental concerns relating to anxiety and behaviour patterns.</p>

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
1 Narrowing the gap between groups in attainment where gaps have been identified through school data	<p>Outcomes for disadvantaged pupils in the areas of school outlined in the Challenges section above will be in line or better than outcomes for non disadvantaged pupils.</p> <p>This will be as a result of the systems and targeted interventions that have been put into place to ensure that gaps are narrowed wherever possible and the proportion of pupils working at age related expectations improves year on year.</p>
2 Phonics for pupils in Year 1	<p>Outcomes for disadvantaged pupils in Phonics at the end of Year 1 will be in line or better than outcomes for non disadvantaged pupils because of the systems that have been put into place to ensure that pupils leave KS1 ready to access the full breadth of curriculum in KS2.</p>
3 Vocabulary & Speech & Language	<p>Observations and in school assessments indicate that there has been significant improvements in pupils spoken language, particularly amongst the disadvantaged pupils. This is further corroborated through leaders observations of lessons, pupil interviews and book scrutinies.</p>
4 Attendance	<p>Attendance systems are clearly communicated to all stakeholders and a clear system for reporting and monitoring absence is shared and understood.</p> <p>As a result, the proportion of PP pupils who are persistently absent decreases.</p>
5 Social & Emotional Support	<p>There are high levels of wellbeing demonstrated amongst pupils. This can be in the form of pupil interviews, reduction in reported behaviour incidences on CPOMS and an increase in participation in enrichment activities across the curriculum.</p>

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)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years</p> <ul style="list-style-type: none"> ➤ Additional member of staff deployed in Nursery to enable smaller family group work/targeted support for SEND pupils ➤ CPD for Elklan training for speech and language ➤ Member of staff deployed to Early Years to facilitate speech & language focus to take place ➤ CPD to develop communication (I Can) Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. <i>(no cost for programme or CPD)</i> ➤ CPD & changes to provision for Early Phonics & Reading – new to phase coaching and support provided by AHT 	<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> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1 3
<p>Key Stage Two</p> <ul style="list-style-type: none"> ➤ Year 6 additional teacher to provide smaller class sizes for core subjects and interventions for those identified as falling behind. <p><i>This equates to 50% of the timetable with an additional 10% given to planning, preparation and assessment.</i></p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	1 3
<p>Key Stage One</p> <ul style="list-style-type: none"> ➤ Year 1 additional teacher to provide smaller class sizes for core subjects during the morning sessions (Phonics, Literacy and Maths) <p><i>This equates to 50% of the timetable with an additional 10% given to planning, preparation and assessment.</i></p>		1 2 3
<p>Whole School Support</p> <ul style="list-style-type: none"> ➤ Every class in school has a designated TA to support high first quality teaching within the classroom and misconception addressing during the day. This may be that the TA or teacher addresses the misconception but having an additional person in the class enables this to happen. <p><i>Top Scale Level 3 TA per class with 50% of salary to contribute towards the teaching and learning for PP pupils</i></p>		1 2 3
<p>Leadership</p> <ul style="list-style-type: none"> ➤ Each senior leader to take an active role in target setting, monitoring and reviewing pupil premium attainment across school, including coordinating support and intervention where necessary. This will ensure that PP pupils engage and are represented across the whole spectrum of school life. <p><i>10% of SLT salary contributions to support the above leadership activities</i></p>		1 2
Total Budgeted Cost		£201144

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring</p> <p>50% of cost of school led tutoring will be deducted from pupil premium funding.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. At Stow Heath, this happens outside of normal lessons as additional teaching – for example as part of extending school time</p>	<p>1</p>
<p>EYFS Speech & Language Intervention</p> <p>Additional sessions targeted at disadvantaged pupils who require further phonics support. <i>Specifically deployed staff member to target support for those identified with low language.</i></p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1 3</p>
<p>KS1 Reading Precision teaching</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <i>Specifically deployed staff member to target support for focus group pupils (those identified as not on track by assessment data milestones)</i></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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>KS2 Reading Precision teaching</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. <i>Specifically deployed staff members to target support for identified pupils in KS2 (who did not pass the Phonic Check by the end of Y2)</i></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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Total Budgeted Cost</p>	<p>£46113</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support ➤ Introduction of a Family Liaison and Pastoral Lead person to support pupils and families with individual or group work	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community .Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (for example, improved academic performance, attitudes, behaviour and relationships with peers)	4 5
Educational Enrichment Spending on experience activities in school: ➤ Subject Days ➤ Diversity Days ➤ Workshops	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.	4
Wider Enrichment School's afterschool clubs and extra curricular offer will expand during the academic year to offer non-sports based activities to be offered.	Outdoor and extra-curricular education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.	4
Parental Involvement Increase parental engagement to support their child's learning at home so that this impacts on the progress that they make.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:	4
Attendance Targeted support through Instill SLA to target pupils rates of absence and provide support to parents where necessary	<ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	5
Total Budgeted Cost	£70589	

Part B: Impact of the previous year expenditure 2022-2023

2023 School Outcomes

Below shows the gap between PP and Non PP working at the expected standard at the start and end of the previous academic year:

PP gap with Non PP	Reading		Writing		Maths	
	Entry	Exit	Entry	Exit	Entry	Exit
Year 1	-30%	-30%	-25%	-10%	-19%	-13%
Year 2	-10%	-15%	-14%	-12%	0%	-12%
Year 3	-23%	-23%	-16%	-13%	-20%	-28%
Year 4	+1%	+10%	-10%	+3%	-2%	6%
Year 5	-32%	-36%	-23%	-26%	-39%	-32%
Year 6	-9%	-7%	0%	-7%	-13%	+3%

The table below shows the increase in the % of PP pupils working at the expected standard or better from the end of the previous academic year:

	Reading	Writing	Maths
Year 1	0%	0%	+8%
Year 2	-3%	+11%	+11%
Year 3	-10%	-6%	+2%
Year 4	+12%	+9%	+8%
Year 5	+2%	+5%	+4%
Year 6	+16%	+10%	+10%