

# Pupil premium strategy statement 2021-2022



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	Little Stoke Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Dan Ross
Pupil premium lead	Mrs Izzy Potterton
Governor / Trustee lead	Mr Scott Pells

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,595
Recovery premium funding allocation this academic year <b>£145 per eligible pupil</b>	£4132
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£77,727</b>



## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is additional funding government provides to help schools support children from low-income and other disadvantaged families to achieve as well as their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Looked After Child), the school receives an amount per head within their budget.

At Little Stoke Staff believe in all children and their ability to achieve; there are no excuses made for under performance. Instead, all adults adopt an approach which searches for solutions, encouraging the children to do the same. We support the children to develop a growth mind set attitude towards learning. Our priority is to ensure that day to day teaching in school continues to improve with increasing percentages of outstanding teaching across the school. Additionally, we also ensure that focused support and pastoral care is given to children that require it so that they are achieving their full potential. We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of all the children within this group. Current evidence-based research such as proven in school data and the EEF (Education Endowment Foundation) is used to inform spending in order to achieve the best outcomes for our children. The Pupil Premium spending strategy focuses on whole-school strategies that make a difference for all pupils; strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly to make sure that the correct support and strategies are identified so children can make the very best progress possible and that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. At Little Stoke, under-performing pupils at all levels are targeted, not just lower attaining pupils.

### Challenges

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

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Challenge number	Detail of challenge
1	Low attainment in phonics
2	Low attainment early reading and into upper KS2
3	Lack of wider world knowledge (cultural capital)
4	More frequent behaviour incidents related to SEMH needs
5	Weak speech and language skills
6	Attendance and punctuality issues

## 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
Improve phonics outcomes	Achieve inline or above national average expected in PSC.
Improve reading outcomes	Achieve inline or above in reading outcomes in KS1 and KS2.
Improve access to cultural capital	Children have regular opportunity to access outdoor learning and activities which enrich the curriculum.
Pupils have and use strategies to support emotional self-regulation.	Reduction in behavioural incidents recorded. Reduction in fixed term exclusions. Outcomes are improved as pupils are better able to access learning.
Improve oracy skills.	Monitoring to show improvement in pupils' oracy skills.

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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: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD to target oracy, reading and behaviour support in particular.</p> <p>CPD for staff to support pupil development of metacognition and self regulation.</p> <p>£2000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the English Hub and the Boolean Maths Hub.</p> <p>'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.' (EEF toolkit)</p> <p>Subject leaders are provided with release time in order to monitor and plan relevant CPD for their area of leadership.</p>	1, 2, 3, 4, 5
<p>Additional leadership release time to support T and L to be good or better.</p> <p>£15,500</p>	<p>Additional leadership time has enabled specific support to be provided to ECTs and RQTs as well as supporting more experienced staff.</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (EEF pupil premium guidance report)</p>	1, 2, 3, 4, 5
<p>Enable humanities, Science, Maths and English Lead to attend collaborative meetings with Alliance Hub and take a full an active part in the shaping of our new curriculum.</p> <p>£2000</p>	<p>Access to training and support from the Alliance Hub will enable leaders to deliver high quality CPD targeting teaching and learning.</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (EEF pupil premium guidance report).</p>	1, 2, 3

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

Budgeted cost: £ 33, 869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support. £1000	A high proportion of pupils start LSPS with low levels of speech and language. We will use SALT to assess and put in place plans to support the progress in speech and language, targeted at EYFS and KS1, but also as needed in KS2. 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' (EEF)	5
TA support in each class to enable small group support and structured interventions. £24537	TAs are used to support specific small group and 1:1 interventions. 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.' (EEF toolkit)	1, 2, 3, 4, 5
Additional resources and training to meet need of new EY Framework. £2000	'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.' (EEF toolkit)	1, 2, 3, 5
Additional resources and training to meet the need of the transition from EYFS to Y1 curriculum. £2000	Because of the disruption caused by COVID, transition to Y1 is even more important. 'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.' (EEF toolkit)	1, 2, 3, 5
Reading volunteers £0	Children who don't read regularly are not able to build fluency in their reading. Reading volunteers are used to target pupils who are not reading regularly at home to build fluency and stamina in	1, 2

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	their reading. This in turn will better enable pupils to comprehend texts.	
NTP £4332	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> ) shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1, 2

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

Budgeted cost: £ 24, 358

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO £1000	Education Welfare Officer services help to identify and support families to maintain good level of attendance.	6
HLTA and additional TA in The Bridge. HLTA to provide pastoral interventions in the afternoon. £15697	“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF)	4
CPD support from South Gloucestershire behaviour team to further develop culture and ethos. To provide social and emotional interventions. £662	“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF)	4
Mentoring to target SEMH needs of pupils.  Including volunteer mentors.	“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF)	4
CPD provided by EMTAS team to support school approach to EAL.	With an increasing number of EAL pupils in school, it is important that systems and training are in place staff to be able to support progress.	5

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£799		
<p>Access to forest school provision once a week, 4 terms a year. £5200</p>	<p>'Outdoor learning, defined as "that which is beyond the walls of the indoors" (Zink &amp; Burrows, 2008), is believed to provide more memorable and stimulating learning experiences (Dillon et al., 2006; Nundy, 2001; Peacock, 2006) and instil "excitement, interest and motivation to learn" (Bell et al., 2009, p. 4). Outdoor learning is often seen as being relevant to, and supportive of, teaching science or geography topics, where it provides an opportunity to illustrate or exemplify classroom learning. However, a growing literature has identified that it can provide opportunities for learning across many subjects, and also support children's holistic development (Dillon &amp; Dickie, 2012; Fiennes et al., 2015; Gill, 2011; Rickinson et al., 2004). Outdoor learning is used in various formats to support children's personal, social and emotional development.'</p> <p>Outdoor learning spaces: The case of forest school, Frances Harris (2017)</p>	3, 4
<p>Access to visits and visitors which enrich the curriculum. £1000</p>	As above.	3, 4

**Total budgeted cost: £ 77, 727**



## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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