

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 | Stanburn Primary |
| Number of pupils in school | 752 (December 2021) |
| Proportion (%) of pupil premium eligible pupils | 15.6% (December 2021) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022- 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Caroline Lansdown, Headteacher |
| Pupil premium lead | Caroline Lansdown |
| Governor lead | Fiona Chan |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 143,500 |
| Recovery premium funding allocation this academic year | £ 34,385 |
| 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 | £ 177,885 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils will have the chance to succeed, meet ambitious targets across all subjects and make strong progress during their time at Stanburn. We hope to engender a positive, enquiring mindset for life-long learning. The aim of this strategy is to support our disadvantaged pupils to achieve these goals.

Our ambitious and vibrant curriculum is designed to give all pupils the knowledge, skills and cultural capital they need for the next stage of their education. We ensure our pupils are appropriately challenged within a carefully structured curriculum that builds upon prior learning. We aim to provide all pupils with opportunities to make connections and exhibit 'joined up thinking' through an enriched curriculum.

We place huge importance on the emotional wellbeing of our pupils. We aim to support our pupils' needs, in response to the different challenges they may face. In doing so, we hope to diminish anxieties and foster resilience to enable them to thrive. We offer a range of lunchtime opportunities that are positive, enjoyable and encourage good mental health practices.

Quality first teaching underpins our practice. Our staff have high expectations of outcomes for all pupils, are responsive to their individual needs and act to ensure differences in attainment and progress are diminished. As such, we aim to provide a dynamic learning environment that allows pupils to keep up, not catch up, and maintain and further improve our high outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.2 - 2.5% lower than for non-disadvantaged pupils.</p> <p>The number of disadvantaged pupils who have been 'persistently absent' is also higher than their non-disadvantaged peers. Regular attendance at school benefits pupils, and irregular attendance can lead to gaps in knowledge and understanding, and reduction in confidence and resilience.</p> <p><i>NB. These % reflect the impact of the pandemic.</i></p> |
| 2 | <p>Pupil wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and bereavement since the pandemic. More families have required Early Help and the support of mental health services. These challenges have impacted attainment for our disadvantaged pupils.</p> |
| 3 | <p>Enrichment opportunities</p> <p>Our assessments, observations and discussions with pupils and families have identified there was lack of enrichment opportunities during school closures in 2019/20 and 2020/21.</p> |
| 4 | <p>Oral language skills</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. Disadvantaged pupils currently represent 30% of our SALT caseload and 27% of our SEND register. Of the EHCPs in the school, 28% are for disadvantaged pupils.</p> |
| 5 | <p>Reading</p> <p>Assessments, observations, and discussions with pupils indicate phonics and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in our school.</p> |
| 6 | <p>Maths</p> <p>Assessments, observations, and discussions with pupils indicate maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in our school.</p> |
| 7 | <p>Writing</p> <p>Assessments, observations, and discussions with pupils indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in our school. Stamina for writing and the quality of writing, across all subjects, has also been a challenge since school closures.</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 |
|--|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils post covid. | Improve the attendance of disadvantaged pupils, and reduce the gap between them and their non disadvantaged peers. Demonstrable year on year improvement in levels of persistence absence particularly for pupil premium children. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; and • an increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To reintroduce and develop enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils. | Assessments and observations indicate diverse enrichment opportunities are positively impacting disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment for disadvantaged pupils at the end of KS2. | KS2 reading outcomes in 2024/25 show that our disadvantaged pupils have made better progress and their attainment is at least in line with national figures. Assessments, observations and discussions with pupils demonstrate increased fluency and improved understanding among the disadvantaged pupils. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that our disadvantaged pupils have made better progress and their attainment is at least in line with national figures. Assessments, observations and discussions with pupils show the use of concrete apparatus and visual images is fully embedded in the maths curriculum. |

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| | <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> |
| <p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p> | <p>KS2 writing outcomes in 2024/25 show that our disadvantaged pupils have made better progress and their attainment is at least in line with national figures. Assessments and observations indicate significantly improved stamina for writing and writing quality among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</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

Budgeted cost: £64,546

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole Staff half day CPD on Quality First Teaching, September 2021 | ‘Providing feedback is a well-evidenced and has a high impact on learning outcomes.’, EFF. ‘The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)’, EFF. | 3, 4, 5, 6, 7 |
| Continued CPD using Insight to support the use of formative and summative assessment strategies as part of Quality First teaching | ‘Embedding Formative Assessment’ can lead ‘to an impact of two months on general educational attainment.’, What Works Well in Education for Children with Social Workers. ‘Providing feedback is a well-evidenced and has a high impact on learning outcomes.’, EFF. | 4,5,6,7 |
| CPD using the Wandle suite of resources for staff teaching phonics | ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.’, EFF. ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’, EFF. | 4, 5 |

Targeted academic support

Budgeted cost: £72,898

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| Nuffield Early Language Intervention (NELI) in Reception | 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.', EFF. | 4 |
| 1 to 1 teaching for phonics and reading across the school | 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.', EFF. | 4, 5 |
| Small teaching groups for reading comprehension, writing and maths across the school | 'Evidence shows that small group tuition is effective', EFF. 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.', EFF. 'Small group tuition has an average impact of four months' additional progress over the course of a year.', EFF. | 4, 5, 6, 7 |
| After school tutoring for Year 5 and 6 pupils | 'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.', EFF. 'The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.', EFF | 4, 5, 6, 7 |

Wider strategies

Budgeted cost: £40,441

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To expand even further what we offer for early help and mental health support for children and their parents. | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.', EFF. | 1, 2 |

| | | |
|---|---|------------|
| To offer a suite of workshops, support and advice sessions for parents and families on oral health, SEND support, managing feelings and growth mindset. | 'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.', EFF. | 1, 2 |
| Lunchtime drop-in counselling sessions for children, parents and staff. | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.', EFF. | 1, 2 |
| 1 to 1 play therapy for specific children. | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' EFF. | 1, 2, 4 |
| To re-establish and increase leadership opportunities for pupils in school. | 'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.', EFF. | 2, 3 |
| To expand leadership opportunities for pupils beyond the school. | 'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.', EFF. | 2, 3, 4 |
| To reintroduce a wide range of clubs, visits, speakers and workshops across the curriculum. | '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.', EFF. | 2, 3, 4 |
| To refresh and continue to offer friendship programmes to develop self-esteem, resilience and self-acceptance. | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.', EFF. 'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.', EFF. | 1, 2, 3, 4 |
| To launch new attendance strategy. | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | 1 |

| | | |
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| | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | |
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Total budgeted cost: £177,885

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.

2021

Reading at the end of KS2

- 78.3% of disadvantaged pupils achieved the Expected Standard in Reading in 2021. This is an improvement on the % in 2020.
- 47.8% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2020. This is an improvement on the % in 2020.

Writing at the end of KS2

- 73.9% of disadvantaged pupils achieved the Expected Standard in Writing in 2021.
- 17.4% of disadvantaged pupils achieved Greater Depth Standard in Writing in 2020.

Maths at the end of KS2

- 82.6% of disadvantaged pupils achieved the Expected Standard in Maths in 2021. This is an improvement on the % in 2020.
- 39.1% of disadvantaged pupils achieved Greater Depth Standard in Maths in 2020. This is an improvement on the % in 2020.

See table below

Disadvantaged pupils at Stanburn are performing higher than the Local Authority at both standards, across all subjects.

| | Stanburn | | Local Authority | |
|---------|----------|-------|-----------------|-------|
| | EXS | GDS | EXS | GDS |
| Reading | 78.3% | 47.8% | 70.9% | 20.4% |
| Writing | 73.9% | 17.4% | 63.4% | 11.3% |
| Maths | 82.6% | 39.1% | 67.3% | 11.3% |
| RWM | 73.9% | 17.4% | 57.3% | 8.0% |

Summary of assessment from previous Pupil Premium Strategy Plan

This details the impact that our pupil premium activity had on pupils in the academic years 2019/20 and 2018/19.

2020

Pupils make excellent progress in Reading across KS2

- 74% of disadvantaged pupils achieved the Expected Standard in Reading in 2020;
- 33% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2020. This is an improvement on the % in 2019.

Pupils make excellent progress in application of Mathematical skills and knowledge across KS2

- 85% of disadvantaged pupils achieved application of Mathematical skills and the Expected Standard in Maths in knowledge across KS2 2020. This is an improvement on the % in 2019.;
- 33% of disadvantaged pupils achieved Greater Depth Standard in Maths in 2020.

2019

Improved oral language skills in EYFS

- 71.4% of disadvantaged pupils achieved the expected standard in the Communication areas of EYFSP in 2019;
- 71.4% of disadvantaged pupils reached the GLD in 2019, an improvement on % in 2018;
- Disadvantaged pupils on the SALT caseload with targeted support made good progress with their SALT targets in 2018/19.

Pupils make excellent progress in Reading and application of phonics in KS1

- 88.9% of disadvantaged pupils in Y1 met the expected standard in 2019;
- 87.5% of disadvantaged pupils in Y2 met the expected standard in 2019;
- 67% of disadvantaged pupils achieved the Expected Standard in Reading in 2019;
- 11% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2019.

Pupils make excellent progress in Reading across KS2

- Progress score of +2.3 for Reading across KS2 disadvantaged pupils in Reading in 2019;
- 87% of disadvantaged pupils achieved the Expected Standard in Reading in 2019;
- 21% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2019.

Pupils make excellent progress in application of Mathematical skills and knowledge across KS2

- Progress score of +2.2 in Maths in 2019;
- 75% of disadvantaged pupils achieved the Expected Standard in Maths in 2019;
- 38% of disadvantaged pupils achieved Greater Depth Standard in Maths in 2019.

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 |
|--------------------------------------|-----------------|
| Little Wandle | |
| Nuffield Early Language Intervention | |
| HSCP | |
| Harrow Horizons | |
| | |