



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	702
Proportion (%) of pupil premium eligible pupils	15.24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Elaine D'Souza Headteacher
Pupil premium lead	A. Gilani
Governor lead	R. Rajani

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,240
Recovery premium funding allocation this academic year	£12,361
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	£180,601

# 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 sustained 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 do this through excellent Quality First teaching, ensuring that all our staff have access to regular training and support. Targeting the gaps in children's learning has been shown to be highly effective and so we ensure there are full time teaching assistants in every year group who work with our children both during lessons and in small groups or 1:1 sessions outside of the classroom. The impact of support is measured during regular team meetings and termly pupil progress meetings.

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. Our Pupil Wellbeing Mentors work closely with children and their families to support them with a wide range of issues such as friendships, confidence, domestic matters and parenting. We also offer a range of in school, out of school and after school opportunities that are positive, enjoyable and encourage good mental health practices.

We believe in instilling a love of learning and have regular themed weeks, trips, events and speakers. Many of these come with an additional cost, which we supplement for children in receipt of the PPG so that they can enrich their learning.

This year our focus will be:

- Improving persistent absence and punctuality
- Targeting gaps in skills and knowledge, including those due to the impact of COVID-19
- Focussing the development of our youngest pupils including speech and language and social development
- Increasing access to learning and experiences beyond the curriculum (cultural capital)
- Providing social and emotional support to enable readiness to learn

Our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) will be effectively implemented, sustained and embedded in our provision. Our tiered approach targets spending across 3 keys areas:

1. Improving Teaching & Learning
2. Academic Support
3. Wider Approaches

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Our attendance data over the last 2 years indicates that attendance among Pupil Premium children is approximately 2.5% lower than children who are not Pupil Premium. The number of Pupil Premium children who have been 'persistently absent' is also higher than those children who are not Pupils Premium.</p> <p>The attendance data for Pupil Premium children has improved over the last 2 years and is 0.5% higher than pre-pandemic figures.</p>
2	<p><b>Pupil wellbeing</b></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><b>Enrichment opportunities</b></p> <p>Our assessments, observations and discussions with pupils and families have identified there is still a need for a wider plethora of enrichment opportunities for all children.</p>
4	<p><b>Oral language skills</b></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><b>Reading D</b></p> <p>Assessments, observations, and discussions with pupils indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in our school.</p>
6	<p><b>Writing</b></p> <p>Assessments, observations, and discussions with pupils indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Stamina for writing and the quality of writing, across all subjects, has also been a challenge.</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 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations; and</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To 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 on-going 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 on-going formative assessment.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/24 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 writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 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 on-going formative assessment.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for staff to improve QFT	‘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 on utilising PIXL to identify gaps in learning	‘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 Read, Write, Inc. 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: £80,000

Activity	Evidence that supports this	Challenge
----------	-----------------------------	-----------

	<b>approach</b>	<b>number(s) addressed</b>
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
Small group 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
All year groups to support PPG children as needed using TAs, including additional interventions	The EEF suggests that a teaching assistant can accelerate learning by 4 months.	5,6,7

## Wider strategies

Budgeted cost: £70,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s)</b>
-----------------	---	----------------------------

		<b>addressed</b>
Pupil Wellbeing Mentors supports: friendships, wellbeing, emotional support, support for parents	The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning	1,2
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.’, EEF.	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.’, EEF.	1, 2
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.’, EEF.	2, 3
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.’, EEF.	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.’, EEF. ‘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.’, EEF.	1, 2, 3, 4
To review and continue implementation of attendance strategy.	Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Financial Support for	Providing financial support	All

trips, excursions, wrap around care and other consumables	encourages parents to allow their children to take part. Children's cultural capital is increased and learning is brought to life	
---	---	--

**Total budgeted cost: £180,000**

## 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 last three years.

Gap between PP and non-PP		
	2023	2022
EYFS		
GLD	-20%	-8%
Year 1		
Phonics	2%	-12%
KS1		
Reading	-10%	-23%
Writing	-20%	-25%
Maths	-16%	-34%
KS2		
Reading	-26%	-15%
Writing	-36%	-13%
Maths	-11%	-22%
GPS	-28%	-33%

#### 2022-23 Outcomes

##### Good level of development 2022-23

% Pass	STANBURN	GAP
All (90 pupils)	70%	-20%
Disadvantaged (6 pupils)	50%	

##### Phonics Achievement 2022-23

% Pass	STANBURN	GAP
All (90 pupils)	83%	+2%
Disadvantaged (13 pupils)	85%	

##### KS1 Achievement 2022-23

		STANBURN	GAP
Reading	ALL	72%	-10%
	DIS	62%	
Writing	ALL	66%	-20%
	DIS	46%	
Maths	ALL	78%	-16%
	DIS	62%	

### **KS2 Achievement 2022-23**

		STANBURN	GAP
READ	ALL	90%	-26%
	DIS	64%	
GPS	ALL	92%	-28%
	DIS	64%	
MATHS	ALL	97%	-11%
	DIS	86%	
WRITNG	ALL	86%	-36%
	DIS	50%	

### **2021-2022 Outcomes**

#### **Good level of development 2021-22**

% Pass	STANBURN	GAP
All (108 pupils)	78%	-8%
Disadvantaged (10 pupils)	70%	

#### **Phonics Achievement 2021-22**

% Pass	STANBURN	GAP
All (90 pupils)	81%	-12%
Disadvantaged (13 pupils)	69%	

#### **KS1 Achievement 2021-22**

		STANBURN	GAP
Reading	ALL	80%	-23%
	DIS	57%	
Writing	ALL	78%	-25%
	DIS	57%	
Maths	ALL	81%	-34%
	DIS	57%	

#### **KS2 Achievement 2021-22**

		STANBURN	GAP
READ	ALL	85%	-15%
	DIS	70%	
GPS	ALL	90%	-33%
	DIS	67%	
MATHS	ALL	92%	-22%
	DIS	70%	
WRITNG	ALL	88%	-13%
	DIS	75%	

## **2020-2021**

### **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%

## **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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	
Nuffield Early Language Intervention	
PiXL	