

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	Staplegrave Church School
Number of pupils in school	211 (September 23)
Proportion (%) of pupil premium eligible pupils	30 (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – September 2024
Date this statement was published	November 2023
Date on which it will be reviewed	April 2024, September 2024
Statement authorised by	Local Governing Committee
Pupil premium lead	Sarah Harris
Governor / Trustee lead	Sariqa Wagley-Khodabocus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	46,638
Recovery premium funding allocation this academic year	£4,060
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	£50,698

Part A: Pupil premium strategy plan

Statement of intent

At Staplegrove Church School, we endeavour to support our Pupil Premium children by providing a full and diverse curriculum to develop the whole child as a learner. We endeavour to do this through supporting each and every child to close the gap in their learning, based on accurate assessment, as we believe our children can achieve the best they possibly can despite any challenges. Our ultimate aim is for our children to be the best versions of themselves.

Our strategy aims to ensure all Pupil Premium children have access to quality first teaching by providing current and evidence-based training for staff and ensuring they have the relevant tools to provide children with engaging lessons. We know that children will learn more efficiently if they are confident learners who are willing to challenge themselves and have high aspirations. We aim for our children to learn and develop the skills to grow as learners and have inquisitive minds. We will accomplish this by providing emotional support – such as ELSA, Zones of Regulation and emotion coaching – to enable those children to develop strategies to overcome their barriers to learning.

Key Objectives linked to the vision:

1. Children identified as disadvantaged feel safe in school, have equal opportunities to their peers to access all school life activities and they are supported to develop effective relationships with key adults and peers.
2. Adults have high expectations of children identified as disadvantaged. Their learning journey is understood, and strategies are in place to ensure they make expected progress and catch-up where relevant. Children are aware of their own learning and know where they need to focus their efforts in order to improve.

Challenges

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

Challenge number	Detail of challenge
1	43% of pupil premium children are not at the expected level in reading. Analysis of why these children are not making the expected progress and identifying and closing gaps in learning is a high priority for these children to make accelerated progress.
2	37% of children are below expected attainment in Maths. Analysis of why these children are not making the expected progress and identifying and closing gaps in learning is a high priority for these children to make accelerated progress.
3	47% of Pupil Premium pupils are not at expected attainment level for their year group in writing. Analysis of why these children are not making the expected progress and identifying and closing gaps in learning is a high priority for these children to make accelerated progress.

4	Current SEMH needs are continuing to rise throughout the school and more children and parents are requesting support in school to address areas of need. In order to be able to provide the best support possible for our children, as a school, it is our priority that we have a range of resources to support our children.
5	Due to the current economic climate, an increased number of children are unable to access the wider curriculum or enrichment activities. This will have a detrimental impact on the well-being of the children. We would like to support our children in the best way possible by being able to support families and children to have equal opportunities outside of the classroom.

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
PP children will have been a focus of intervention in maths, writing and reading in order to make sufficient progress and be back in line with year group expectations.	<ul style="list-style-type: none"> • Pupil premium children will have received intervention in required subjects • Accelerated progress will be evident through monitoring of data • Children will be closer to or in-line with year group expectations. • Pupil progress meetings will focus on Pupil Premium children and their support, attainment and progress.
All pupil premium children have access to and can engage in enrichment opportunities and are in no way disadvantaged due to monetary restrictions.	<ul style="list-style-type: none"> • All children will have accessed at least 2 enrichment activities throughout the year. • The £100 allocation is well used by parents and children's attendance at clubs is not restricted.
All pupil Premium children have had priority when accessing support for SEMH through our ELSA provision.	<ul style="list-style-type: none"> • Experienced ELSA employed to work within the school • ELSA sessions are regular and are having impact. • Children are receiving targeted, time defined support sessions and are able to use strategies learned within the classroom.
	<ul style="list-style-type: none"> •

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: £40,902.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff with a focus on quality first teaching, universal provision and phonics.</p> <p>(£5,800)</p>	<p>EEF provides strong evidence to show that developing the skills of teachers to model and scaffold learning using metacognition strategies has a high impact of teaching and learning and can improve children's learning by 7+months.</p> <p>The importance of providing and supporting the teaching of phonics for all staff through clear and specific training and ongoing support is essential and can advance the learning of children by up to 6 months.</p>	<p>1,2 and 3.</p>
<p>Targeted support for teachers to support their teaching in Writing, Maths and Reading</p> <p>(£1200)</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>1,2 and 3.</p>
<p>Read, Write Inc implementation across KS1 with training and support.</p> <p>(£3150)</p>	<p>EEF research shows the importance of having fidelity to a synthetic phonics programme. Evidence and data shows the explicit teaching phonics and reading needs to be consistent in its teaching in order to move the children on quickly.</p>	<p>1,2 and 3.</p>
<p>Accelerated Reader across Key Stage 2</p> <p>VIPERS teaching to support comprehension and fluency</p> <p>Training staff to complete diagnostic assessments to support the identification of where targeted support is needed.</p> <p>(£2690)</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p>	<p>1,2 and 3.</p>
<p>Participate in the Voice 21 project and develop Oracy across the school into more subjects.</p> <p>(£2575.50)</p>	<p>EEF research shows, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1,2 and 3.</p>

<p><i>Targeted Teaching assistant intervention including ELSA (£25,487)</i></p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. (+4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p>	<p>1,2, 3 and 4.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,547.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School led tutoring (£1755)</i></p>	<p>EEF Providing live feedback is well-evidenced and has a high impact on learning outcomes.</p> <p>One to one tuition is very effective at improving pupil outcomes especially if it is in-line with the learning of the curriculum. (+5 months)</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	<p>1,2 and 3</p>
<p><i>Targeted intervention through school led tutoring 50% contribution (£1755)</i></p>	<p>Research shows one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas and can increase attainment by +5 months.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	<p>1,2 and 3</p>
<p><i>Access to the Educational Psychologist (£975)</i></p>	<p>Access to personalised intervention provided for those children who would benefit from specialised support.</p>	<p>4</p>

<i>Access to early intervention of SALT</i> (£970)	Identifying gaps in language capabilities at an early age shows great impact on children's learning. Early intervention can have an accelerated impact of +4 months.	1,2 and 3
<i>Handwriting intervention for EYFS</i> (£92.50)	Early intervention for letter formation is essential to ensure children are creating the correct habits and building the correct muscles to become fluent and neat writers.	1,2 and 3

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

Budgeted cost: £3488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment allocation (£2510)	For all children to be the best versions of themselves, they must have a wider and more enriched opportunities than school experiences. This will enrich the experience of the child.	4
<i>Peripatetic music tuition</i> (£978)	Music expands the working of the brain in many ways and all children will benefit from gaining knowledge and experience of music notation, pitch and a musical instrument.	4

Total budgeted cost: £ 49,938

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 2022 to 2023 academic year.

One to one tuition showed impact where all Year 6 Pupil Premium children showed accelerated progress across all subjects with 30% of those children reaching end of year expectations in writing, reading or maths. The impact of phonics input was that 67% of PP children achieved their screen, and this compared with 70% of PP nationally and 81% of all pupils nationally. At the end of the year, 70% of Pupil Premium children in Key Stage 2 were on track as were 54% of Pupil Premium children in Key Stage 1.

All children used to the full extent their £100 allocation. which enabled Pupil Premium children to access 180 sessions of after school clubs and 100% of children to access school trips and residential. Pupil Premium funding enabled access to the Educational Psychologist to support the production of EHCP, annual reviews and monitoring the effectiveness of provision. The Educational Psychologist led whole school training and CPD on the Zones of Regulation. ELSA sessions were accessible for all children including pupil premium children which supported the development of social and emotional needs, which in turn supports learning. All children had explicit teaching of reading comprehension and teachers received training to expand their knowledge of meta-cognition and fulfilling the brief for quality first teaching.

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
RWi phonics programme	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All service children attended 2 workshops and took part in craft activities with other service children from other schools.

What was the impact of that spending on service pupil premium eligible pupils?

From pupil voice, children felt supported by talking to other children whose parents work away and have similar experiences.