

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Staplegrave Church School
Number of pupils in school	208 (September 22)
Proportion (%) of pupil premium eligible pupils	37 (18%)
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	1 st November 2022
Date on which it will be reviewed	April 2023, July 2023
Statement authorised by	Local Governing Committee
Pupil premium lead	Sarah Harris
Governor / Trustee lead	Sariqa Khodobocus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,485
Recovery premium funding allocation this academic year	£5075 + £3402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,962

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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	Over 50% of Pupil Premium children are not making sufficient progress in writing or maths.
2	30% of Pupil Premium children are not on track in reading and this has impact on end of KS2 outcomes.
3	SEMH needs have risen across the school and more children and parents are requesting support in school to address areas of need.
4	Due to current economic difficulties, children are less able to access a wider curriculum due to financial difficulties. This will have a detrimental impact on the well-being of the children.

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
All PP children have access to the enrichment activities	<ul style="list-style-type: none"> • Children are accessing enrichment activities • Well-being is being supported • Children are showing more confidence and independence • Children are not disadvantaged
All PP children are making good progress in Maths	<ul style="list-style-type: none"> • Children are showing independence in their maths learning • Progress is shown by the end of the year • Children are meeting their targets • Teachers are setting children appropriate work that supports and challenges their learning
All PP children are making good progress in writing	<ul style="list-style-type: none"> • Children are showing independence in their writing. • Progress is shown by the end of the year • Children are meeting their targets • Teachers are setting children appropriate work that supports and challenges their learning

<p>All PP children are making good progress in reading</p>	<ul style="list-style-type: none"> • Children are showing independence when reading. • Progress is shown by the end of the year • Children are meeting their targets • Teachers are setting children appropriate work that supports and challenges their learning
<p>Children have access to time bound SEMH support during the year.</p>	<ul style="list-style-type: none"> • Children feel supported through SEMH sessions and ELSA • Children are developing coping strategies to use independently to self-regulate • Children are familiar with the zones of regulation • Time bound sessions are having impact on children's well-being.

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: £16,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff with a focus on quality first teaching. (£5800)	EEF - Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1 and 2
Targeted support for teachers to support their teaching in Writing, Maths and Reading (£3150)	EEF – Recommendations for improving Literacy in Primary education. 7 key principles <ul style="list-style-type: none"> ➤ Develop pupils' language capabilities (Oracy training and implementation) ➤ Teach reading comprehension strategies through modelling and supported practice ➤ Teach writing composition strategies through modelling and supported practice ➤ Teach mathematical reasoning across all Key stages. 	1 and 2
Read, Write Inc implementation across KS1 with training and support. (£2288)	EEF <ul style="list-style-type: none"> ➤ 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 	1, 2 and 3`

	<p>from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> ➤ The teaching of phonics should be explicit and systematic 	
<p>Accelerated Reader across Key Stage 2</p> <p>VIPERS teaching to support comprehension and fluency</p> <p>(£2690)</p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ Support pupils to develop fluent reading capabilities ➤ Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.(+6 months) ➤ Reading comprehension strategies are high impact on average (+6 months). 	1 and 2
<p>Participate in the Voice 21 project and develop Oracy across the school into more subjects.</p> <p>(£2525)</p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. ➤ 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. 	1, 2, 3 and 4

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

Budgeted cost: £40,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School led tutoring</i></p> <p>(£3402)</p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ Providing feedback is a well-evidenced and has a high impact on learning outcomes. ➤ One to one tuition is very effective at improving pupil outcomes. (+5 months) ➤ Studies of verbal feedback show slightly higher impacts overall (+7 months). 	1 and 2
<p><i>Targeted intervention through school led</i></p>	<p>EEF</p>	1 and 2

<p><i>tutoring 40% contribution (£2268)</i></p>	<ul style="list-style-type: none"> ➤ Providing feedback is a well-evidenced and has a high impact on learning outcomes. (+4 months) ➤ One to one tuition is very effective at improving pupil outcomes. (+5 months) ➤ Studies of verbal feedback show slightly higher impacts overall (+7 months). 	
<p><i>Targeted Teaching assistant intervention including ELSA (£25,487)</i></p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ One to one tuition is very effective at improving pupil outcomes. (+5 months) ➤ Providing feedback is a well-evidenced and has a high impact on learning outcomes. (+4 months) ➤ Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions ➤ More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	<p>1, 2 and 3</p>
<p><i>Access to the Educational Psychologist (£5050)</i></p>	<ul style="list-style-type: none"> ➤ Personalised intervention provided for those children who would benefit from specialise support. ➤ More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	<p>1,2,3 and 4</p>
<p><i>Access to early intervention of SALT (£4545)</i></p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ Develop pupils' language capabilities ➤ Early intervention (+4 months) 	<p>1, 2 and 3</p>

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

Budgeted cost: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment support for PP children – could include music tuition, sporting activities and residential. £100 per children which can be spent at the discretion of the parents through discussion with the school.</i> (£3700)</p>	<p>EEF</p> <ul style="list-style-type: none"> ➤ Physical activity has important benefits in terms of health, wellbeing and physical development can support academic learning by +1 month. ➤ Benefits for involvement in extra-curricular sporting activities may increase pupil attendance and retention. 	<p>4</p>

Total budgeted cost: £16,453 + £40752 + £3700 = £60,905

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.