

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 | Stoke St Gregory C of E School |
| Number of pupils in school | 57 |
| Proportion (%) of pupil premium eligible pupils | 22.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 to 2025 (updated annually) |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Barney Rycroft Headteacher |
| Pupil premium lead | Barney Rycroft Headteacher |
| Governor lead | Jo Leru- lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £20,370 |
| Recovery premium funding allocation this academic year | £2,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £22,690 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas, whatever their individual needs or academic ability. Our school vision is that every child should be able to and given opportunity 'let their light shine' and our Pupil Premium strategy supports this vision.

Quality first teaching, targeted academic support and enhancement of pupil well-being for all is at the heart of our approach, with a particular focus on areas in which disadvantaged pupils require additional support. Our strategy aims to benefit both disadvantaged and non-disadvantaged pupils in our school, closing any attainment gaps for all.

Our strategy is also integral to wider school plans for education recovery, to include: targeted support with for pupils whose education has been worst affected by partial school closures, including non-disadvantaged pupils; and also to include support for the social and emotional mental health of all our pupils to enable them to flourish.

This strategy is informed by robust diagnostic assessment of both academic (to identify gaps in learning and to identify any child who is not making good progress) and social emotional need with particularly awareness of the impact of Covid.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point the need is identified

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessments, alongside observations and discussions with pupils and families have identified social and emotional issues for many pupils. |

| | |
|---|---|
| 2 | Children's reading at home and reading for enjoyment in school is lower than we would expect- particularly for our disadvantaged pupils. |
| 3 | There are differing levels of aspiration and cultural capital in our small community. COVID lockdowns and the cost of living crisis have potentially reinforced this gap around cultural knowledge/ capital |
| 4 | Vocabulary development (early language) is lower in some of our more disadvantaged pupils. |
| 5 | Writing attainment (particularly pupils working at higher levels), specifically grammar and spelling, have been impacted by the disruption to children's education. |
| 6 | Some pupils in KS1 and KS2 need support from effective phonics interventions. |

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 |
|---|--|
| Increased writing attainment for disadvantaged pupils. | <ul style="list-style-type: none"> • A clear English policy sets out a clear evidence-informed approach to teaching writing which is consistently implemented. • Pupils are given opportunities to write across the curriculum. |
| Reading for pleasure has significantly increased. | <ul style="list-style-type: none"> • A clear reading spine in for each year results in well stocked class/ school libraries • Evidence of daily story telling • Approach to teaching reading is refined to tie learning more into high quality/ reading spine texts. • Whole school culture of Reading for Pleasure is evident within qualitative data from pupil voice, pupil, parent and staff surveys and observations. |
| Vocabulary development has positively influenced reading and writing attainment for disadvantaged pupils. | <ul style="list-style-type: none"> • Reading lessons are re-shaped to prioritise vocabulary development. • Daily story time is prioritised in all classes. • Learning environments promote vocabulary development • A broad and ambitious curriculum is in place. • A reading spine is designed and resourced for all year groups. |

| | |
|---|--|
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • The school has a trained ELSA with quantitative data to demonstrate their impact. • The school has a pastoral base and resources to support pupils emotionally and socially. • Jigsaw is implemented fully and impactful. |
| <p>Disadvantaged pupils are support to keep up and catch up with their early reading.</p> | <ul style="list-style-type: none"> • All staff have received ULS training to ensure high quality first teaching. • The teaching of phonics is monitored and evaluated regularly and staff are provided with necessary support and CPD. • KS1/KS2 phonics interventions are mapped and tracked by English Lead. • Additional resources are purchased to ensure teaching, home and guided reading resources linked to phonics, allow for fidelity to the scheme. |
| <p>Disadvantaged pupils are given more opportunities in school to develop pupil capital</p> | <ul style="list-style-type: none"> • A broad curriculum is in place with well-planned sequences of learning in each subject. • Experiential activities are in place across a range of Curriculum areas. • More clubs/activities are on offer for disadvantaged pupils. • There are more opportunities for disadvantaged pupils to partake in the Arts. • Collective worship is higher quality and more impactful. |

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: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deliver Unlocking Letter and Sounds training and engage with external consultancy | EEF research highlighted the impact of fidelity to an approved phonics scheme of work. | 6 |
| Purchase of standardised diagnostic assessments for 3 summative assessment windows. | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> | 5,4,3 |
| Priority given to reading teaching CPD; monitoring and evaluation of policy | <p>Evidence: <i>(Professor Teresa Cremin)</i> Reading for pleasure has multiple benefits to include: wider vocabulary and knowledge, enriched imagination and more developed narrative writing. (Senechal et al,2018)</p> <p>PISA & PIRLS surveys: RfP- independent choice reading is a strong predictor of reading attainment.</p> <p>Dfe Reading Framework 2023 also promotes this: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> | 2,4 |

| | | |
|--|--|------------------|
| <p>Deliver and monitor high quality phonics interventions linked to ULS</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>6</p> |
| <p>Priority given to the whole school approach to teaching of writing – including monitoring and evaluation of policy.</p> | <p>Research suggest from EEF how crucial the structure of writing teaching is to promote progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1684167975</p> | <p>5</p> |
| <p>CPD to improve creativity and arts curriculum offer in order to build young people’s confidence, character and resilience through creativity. Support the health and well-being of pupils through arts and culture.</p> | <p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | <p>1,3</p> |
| <p>Develop and purchase reading spine for each year group</p> | <p>Dfe Reading Framework 2023 promotes importance of high quality texts: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> | <p>2</p> |
| <p>To establish and support subject leadership across the Curriculum.</p> | <p>The importance of a broad curriculum well led in each subject is rich:</p> | <p>1,2,3,4,5</p> |

| | | |
|--|---|--|
| | https://dera.ioe.ac.uk/id/eprint/31088/1/EEF-Implementation-Guidance-Report.pdf | |
|--|---|--|

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

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| ELSA support for identified children. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF | 6 |
| Individualised literacy intervention for those identified by SENDco | In school data shows rapid progress using this program. | 6, 5, 4, 2 |

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

Budgeted cost: £2,690

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole school community involvement with events to promote cultural capital | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 3 |

| | | |
|---|--|----------|
| <p>Improve Social Emotional and Mental Health of pupils and staff. Engagement with, training (DfE funded)and dissemination of Mental Health in schools Lead training and identified actions</p> | <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>Reduce costs of residential trips and educational visits. Encourage and support all disadvantaged children to attend a variety of extra-curricular clubs and activities.</p> | <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies Research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</p> | <p>3</p> |

Total budgeted cost: £ 22,690.00

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 2022 academic year.

The number of pupils in our pupil premium cohort was only 12 so any trends are not 'statistically significant' or reliable so we are careful not to make generalisations.

The outcomes attainment data in maths, writing and reading was higher for the pupil premium cohort in 2022-23.

We have analysed the impact of strategies on individual pupils in pupil progress meetings.