

## Pupil premium strategy statement for Stanley Crook Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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   | Stanley Crook Primary School                                |
| Number of pupils in school  | 128   |
| Proportion (%) of pupil premium eligible pupils                         | 16.4%   |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025   |
| Date this statement was published                                       | October 2024  |
| Date on which it will be reviewed                                       | October 2025  |
| Statement authorised by   | Full Governing Body on 22.11.24                             |
| Pupil premium lead  | Mrs M.Norris  |
| Governor lead   | Mrs C. Lawes (CoG)<br>/Miss L Robinson<br>(Committee Chair) |

### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year                                    | £34,300 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |
| <b>Total budget for this academic year</b>   | £34,300 |



## Part A: Pupil premium strategy plan

### Statement of intent

- Money used to improve the curriculum opportunities for pupil premium pupils: more teaching; more targeted teaching and intervention; broader curriculum opportunities.
- Money used to ensure that the needs of pupil premium pupils are of strategic importance at leadership group level. In addition to quality teaching and targeted intervention, the school is intent upon identifying what support all pupil premium pupils need in the classroom: to identify subject specific needs and to ensure all staff are aware of their specific needs.
- Engaging more with parents and carers so that they take a fuller role in improving their children's achievement
- Ensuring that pupil premium pupils have access to a broad range of opportunities (culturally and socially) which they may not usually have access to, e.g. cultural and social experiences such as Residential trips/ Music Tuition. This work is designed to encourage pupils to feel that the school values and cares for them and that coming to school is a good thing; they are not forgotten or passed over when special opportunities are presented. The more the pupils are in the school, the better their chances of achieving well.
- Stanley crook primary school has three core values: academic excellence, social justice and global futures. We work so that background is irrelevant to achievement and that aspiration is not limited by circumstance of birth. We want pupils to be reflective, inquiring, tolerant, positive and respectful of the needs of others. We give opportunities for leadership and active citizenship.
- Stanley Crook Primary School is committed to improving outcomes for all pupils.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils who are eligible for pupil premium evidence slower rates of progress in writing and GPS compared to their peers. The gap between attainment is widest in writing and GPS compared to their peers.  |
| 2                | Emotional resilience, self-esteem and mental wellbeing of pupils eligible for pupil premium (and pupil premium +) is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. |

|   |   |
|---|---|
| 3 | Due to levels of deprivation and disadvantage, pupils eligible for pupil premium have reduced opportunity to participate within wider cultural and social events with their families and this often results in barriers to these children also participating in wider curriculum activities. This means that these children do not have same opportunities to develop their cultural capital, and to access social experiences such as residential school trips as their peers. |
| 4 | Persistent Absence and persistent late rates for children eligible for pupil premium funding are higher than their peers. While this is not significantly impacting outcomes and achievement of children from this group, low attendance means that these children have a less broad and reduced access to learning experiences.  |

## 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 pupils, who are eligible for pupil premium, will evidence positive SS measures in writing and GPS.   | SS/ progress measures for writing and GPS from FFT estimates will evidence positive progress.                           |
| Improve emotional resilience, self-esteem and mental wellbeing for all pupils through use of a tailored programme and TA support and intervention.   | Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.                        |
| A higher percentage of pupils eligible for pupil premium participate in wider curriculum opportunities (after-school clubs, trips, residential trips, extra-curricular events, visitors in school) | % of PP pupil engaging within wider and extra-curricular opportunities and events increases incrementally year on year. |
| Early and timely intervention will support families of children eligible for pupil premium to improve attendance rates so that fewer of these children are classed as persistently absent.         | % of PP pupils classed as PA will reduce.   |

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

Budgeted cost: £ 30, 700

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Retention of targeted teaching assistants to ensure that provision for children eligible for pupil premium is maintained and that support enables continued high academic outcomes for these children.      | Pupils may require targeted academic support to assist language development, English, or maths. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support English and maths. | 1                             |
| Retention of support staff and extra-curricular providers to enable provision to be maintained in support of enabling children eligible for pupil premium access to a wide range of additional cultural and | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on arts participation Arts participation   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )                | 3                             |

|   |   |   |
|---|---|---|
| social opportunities  |   |   |
| CPD for staff to focus on writing and GPS will be delivered to support progress/ SS in writing for PP children                    | Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: The EEF Toolkit and guidance reports. The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD | 1 |
| Provide all staff with training on mental health and wellbeing and 'My Happy Mind' in order to deliver the programme effectively. | A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective (EEF)   | 2 |
| Provide all staff with CPD on 'Learning Outside of the Classroom' in order to incorporate it into the curriculum.                 | A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective (EEF)   | 2 |
| LAC/ PLAC pupils to receive targeted  | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful  | 4 |

|  |   |  |
|--|---|--|
| intervention and support via mental health and resilience programmes so that they evidence better than expected progress in core areas by the end of KS2 | if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. The EEF Toolkit has a strand on one to one tuition and small group tuition. EEF-Effective-Professional-DevelopmentGuidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) |  |
|--|---|--|

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

Budgeted cost: £3, 600

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensure that pupils are at school on time and monitor attendance. Ensure that late marks and reasons for this are recorded and addressed with parent/carer. Continue to track punctuality and attendance. To improve attendance rates of children eligible for pupil premium, families will be offered subsidised preschool and after-school provision. | There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) | 4                             |

|   |  |          |
|---|--|----------|
| <p>Purchase 'My Happy Mind' programme (backed by NHS) to incorporate into the PSHE curriculum to help build resilience, self-esteem and confidence.</p> | <p>Pupils learn best when they feel safe, secure and happy.</p>  | <p>2</p> |
| <p>Purchase a programme to promote Learning outside of the classroom</p>  | <p>Learning outside of the classroom has been proven to relax busy minds, lower anxiety and supports children physically, mentally, socially and emotionally.</p>  | <p>2</p> |
| <p>Develop children's cultural capital by providing a range of experiences such as trips, visitors, music, residential.</p>                             | <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: The EEF Toolkit has a strand on arts participation<br/>Arts participation   EEF<br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | <p>3</p> |

**Total budgeted cost: £ 34,300**



## 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 2023 to 2024 academic year.

Outcomes across school in 2023/ 2024 were good and evidenced improvements against target areas from the previous year.

**There is evidence of high levels of attainment and progress compared to disadvantaged and non-disadvantaged groups nationally.**

Progress rates in EY/ KS1 were strong across ELGs/ Phonics and Y2 assessments. Numbers of children eligible for pupil premium during the 2023/2024 academic year is also lower in EY and KS1 (9 pupils, including those eligible for PP+), compared to those in KS2 (20 pupils).

Attendance of disadvantaged children was broadly in line with the national average in 2023/2024, with 91.6% (school) v 91.8% (National – FFT).

Persistent absence rates of disadvantaged children were relatively low, compared to national (15.4% school v 31.2 national%), compared to 9.1% in the non-disadvantaged group in school.

Only 2/19 children in Reception were eligible for pupil premium funding, with 1 child achieving GLD. The remaining child evidenced strong progress from baseline.

3/18 children were eligible for pupil premium in Year 1 (one Y1 child eligible for PP+), with all children meeting the standard in the PSC.

5/20 children were eligible for pupil premium in Year 2. 3/5 children met the expected standard in reading, writing and maths. 1 child receives SEN support and met the expected standard in reading. 1 child who did not meet the expected standard had low attendance.

7/26 children were eligible for pupil premium in Year 6. By the end of KS2 (Year 6), the disadvantaged group of children collectively achieved significantly high scaled scores in statutory assessments for Reading (+ 4.3) and Maths (+5.5). The widest gap between FSM6 and Not FSM6 is for writing (see school improvement plan) and GPS.

4/7 children achieved the expected level and above in Reading, Writing, Maths and GPS by the end of year 6. 2/7 children were also receiving SEND support. 1 pupil did not take the tests and 1 child met the expected standard in Reading, Maths and GPS. 1 further pupil met the expected standard and above in Reading and Maths.

