

# 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	<b>Stanley Road Primary School</b>
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024-25
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Darryl Asbury (Executive Head responsible for PP)
Pupil premium lead	Claire Alviti (Deputy Headteacher and Strategic Lead for PP)
Governor / Trustee lead	Phil Johnson (Chair of Governors and responsibility for PP)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495.00
Recovery premium funding allocation this academic year	£10,295
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	£105,790

# Part A: Pupil premium strategy plan

## Statement of intent

At Stanley Road Primary School, we are passionate about ensuring all children have access to a high quality education and that children from disadvantaged backgrounds have the same opportunities as their peers.

The school is situated in an area ranked 7838 out of 32844 LSOAs in England. This is amongst the 30% most deprived neighbourhoods in the country. The school catchment area includes neighbourhoods in the 20% (5530 out of 32844 for north end of Stanley Road and west end of Wyld's Lane) and 10% (475 out of 32844 Rainbow Hill) most deprived neighbourhoods in the country.

[http://dclgapps.communities.gov.uk/imd/iod\\_index.html#](http://dclgapps.communities.gov.uk/imd/iod_index.html#)

The Educational Endowment Fund recommends that ALL children must have access to high quality teaching that is “complemented with carefully selected interventions.” These recommendations support our school priorities as we acknowledge that the majority of our children begin school with a need to develop their speaking and listening skills and build their language development. Our current pupil premium strategy plan acknowledges the gaps our disadvantaged children have in: oracy, vocabulary, phonics and early reading and reading comprehension. We are very aware that these gaps have a significant impact on how children are able to access all learning and their ability to access the written word in wider life. Therefore, we want all children to have high levels of oracy and literacy.

Furthermore, our pupil premium strategy plan focuses on attendance and that children make the best progress when they are in school as much as possible. In addition, many of our children have emotional trauma that limits their ability to access learning.

Key priorities:

1. Ensure all children develop oracy, vocabulary, phonics and early reading and reading comprehension to access the curriculum and wider life.
2. Allow children to develop metacognition skills to allow them to access learning and organise themselves and become independent learners as they move through education.
3. Develop attachment strategies (Trauma Informed Schools and counselling) to enable learners to access learning.
4. Support families to ensure attendance of disadvantaged children is at least in-line with their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of oracy and vocabulary in disadvantaged children.
2	Low levels of literacy and comprehension skills in disadvantaged children.
3	Disadvantaged children often are not equipped for learning due to ACEs and/or poor metacognition skills.
4	Low attendance of disadvantaged 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
Achieve national average progress scores in KS2 Reading (0).	All relevant staff receive ongoing training and support to deliver and teach reading effectively. KS2 Reading results are in line with national average.
Achieve national average expected standard in PSC.	All relevant staff receive ongoing training and support to deliver and teach phonics effectively. Phonics results are in line with national average.
Improve attendance of disadvantaged pupils to LA and national average.	Attendance of PP children is 96% or above. Percentage of persistent absences significantly drops.
Improve the participation of disadvantaged pupils within lessons.	Children present for more lessons. A higher level of engagement can be seen in learning walks. Disadvantaged pupils make expected or better progress.

## 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: £47,747.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff receive ongoing training and support to deliver and reading effectively so that teaching is never less than good and differences continue to diminish.	EEF research shows Phonics has an impact of 5 months and Reading has an impact of 6 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2
Ensure all staff further develop metacognitive talk through accountable talking partners: developing peer collaboration, opportunities to reason and talk to enable writing across the curriculum.	EEF research shows Metacognition and self-regulation has an impact of 7 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3
Ensure the feedback policy allows disadvantaged learners to make progress, diminishing the gap with their peers.	EEF research shows Feedback has an impact of +6 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3

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

Budgeted cost: £33,423.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop interventions that address gaps in phonics and early reading to prevent disadvantaged pupils falling behind age-related expectations.	EEF research shows Phonics has an impact of +5 months and Teaching Assistant interventions have an impact of +4 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2

Establish small group speech and language (such as Neli, Elklan and Talking Partners) interventions for disadvantaged pupils falling behind age-related expectations.	EEF research shows Oral language interventions have an impact of 6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,324.25 (PP) + £10,295 (Recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop attachment strategies (Trauma Informed Schools and counselling) to enable learners to access learning.	EEF research shows Social and emotional learning has an impact of +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Support attendance through school-based systems, work with parents and use of the Education Welfare Officer.	Balfanz & Byrnes have found that poor attendance is linked to poor academic attainment across all stages. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a>	4

**Total budgeted cost: £105,790**

## 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.

#### Review of the Pupil Premium Strategy – July 2021

Due to the constraints of Covid, there has been less staff training in these areas this year. Work on meta-cognition and AfL will be a priority for training next year. Children have continued to be taught to develop subject-specific vocabulary and appropriate levels of formality and this is evident in lesson observations and book trawls. The writing moderation across PHMAT has highlighted the use of levels of formality and subject-specific vocabulary.

Furthermore, the English team have embedded the work to develop vocabulary and the meaning of words and this has had a considerable impact on the children's approach to understanding new words. However, one area highlighted by the Whole School review – May 21 – was Oracy and this has been highlighted as an aspect to develop across the MAT.

The impact of the reading strategies has had a significant impact and this has been evident in the testing that has occurred across the year. Our children are in a much stronger position to answer SATs style questions. By completing this formal testing, we have also been able to use QLA to pinpoint areas of development in each year group and develop the children's skills based on their identified needs. Despite partial closure, the profile of reading has remained high with activities such as World Book Day and story assemblies. The daily reading of the class book has also been well received by our disadvantaged children particularly.

The Thrive strategies have been used regularly by our SENDCo and her team. However, due to staff leaving we are moving to Trauma Informed Schools (TIS) rather than Thrive. This academic year, Sian Taylor has received 10 days of TIS training – fully funded by the Worcestershire Virtual School – and has achieved her practitioner qualification, Claire Alvitri also attended the 2 days training for SLT. We have secured a funded place for Alice Heather in the new academic year. Sian has begun to implement aspects of TIS into the school, such as running a Wellbeing Club and displays around the school. In the new academic year, the wider staff will need to receive training to embed TIS practices, there is significant overlap with the Thrive approaches staff have previously had training on.

Children have been developing emotional self-regulation through routines in classroom, class time, assemblies and for specific children Thrive and/or Trauma Informed activities. The use of daily live lessons and assemblies throughout the partial closure was important for children to develop emotional self-regulation and enable teachers to

support learners with their mental health. School enabled children to access learning through laptops provided by local businesses or the DfE. Some children were able to attend Reach4Wellbeing and other outside agencies through our ICT provision.

This year we have been without a community support worker and this has had a negative impact. SLT have taken up some essential safeguarding aspects of this role, such as; dealing with social care, the school nurse and the police. However, much of the face-to-face aspect of this role has been absent since Lil Hamby left in February 2020. This has had an impact on learners, for example families not being able to access Foodbank vouchers.

### Historical Attendance Data

Year	Group	Present	Authorised Absence	Unauthorised Absence	Persistent Absence 85%	Persistent Absence 90%
2021	Pupil Premium	94.29	4.38	1.33	7.32	17.07
2020	Pupil Premium	92.41	5.04	2.55	17.05	26.14
2019	Pupil Premium	94.21	3.90	1.89	11.00	27.00
2021	Not Pupil Premium	94.42	3.89	1.69	12.36	19.69
2020	Not Pupil Premium	94.95	3.50	1.55	10.82	17.91
2019	Not Pupil Premium	96.34	2.59	1.07	5.84	12.41

### Attainment Gap for Y6 Leavers

Year 6 2021	Reading	Writing	Maths	Science
PP	66.67%	53.33%	53.33%	60.00%
Non PP	67.39%	63.04%	69.57%	71.74%