

## 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	William Stukeley CE Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Tom Emery
Pupil premium lead	Clair Underwood
Governor lead	Mary Dack

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,805.00
Recovery premium funding allocation this academic year	£10,786.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2,099.00
<b>Total budget for this academic year</b>	<b>£120,780</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Vision Statement**

*In our inclusive and happy school, we make sure **everyone** feels welcomed, valued and valuable.*

*Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community.*

*Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

### **Statement of Intent**

At William Stukeley CE Primary School, we use our Pupil Premium Grant funding to provide additional educational support to our disadvantaged pupils to improve their progress and to raise their standard of achievement.

### Our Ultimate Objectives

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to therefore:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils can read fluently and with good understanding
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of experiences to develop their knowledge and understanding of the world
- To support families, beyond the classroom

### Achieving our Ultimate Objectives

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture/additional support to enable pupils to access learning within and beyond the classroom
- Provide appropriate social and emotional support

### Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify specific intervention and support for individual pupils which will be reviewed termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths, phonics
2	Speech, language & communication
3	Social, emotional, and mental health
4	Access to wider experiences
5	Independence

## 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
Reading, Writing, Maths	Disadvantaged children will achieve outcomes at least in line with national average by end of KS2

Phonics	73% (8 out of 11) disadvantaged children will pass phonics screening check in Year 1
Social, emotional, and mental health	All children, but specifically disadvantaged children, are supported to help them cope with the issues they face. Recommendations from the EEF's guidance report advises schools to teach social & emotional learning (SEL) skills explicitly, and alongside these (and the activities mentioned in Section 3) we hope to make a difference and help pupils deal with their emotions. With this support, children will better focus on their learning, enjoy success, and achieve.
Access to wider experiences	A range of enrichment and extra-curricular activities are organised
Independence	With greater opportunities, children's confidence is developed – allowing them increased independence  In controlled situations, children manage their own risk

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: £ 14,106.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Program <i>Renew Read Write Inc access and training, including online portal</i>	EEF: Improving Literacy in KS1 To effectively implement a systematic phonics programme.  Additionally, some disadvantaged children struggle to convert to greater depth at the end of KS2 – with speed of fluency, in reading, being a barrier. 51% of PPG children below ARE in reading.	1,2,3,5
Renew and replenish EY/KS1 Reading Resources, including book bag books, Get Writing exercise books and flashcards,	EEF: Improving Literacy in KS1 Children will need a range of wider language and literacy experiences. This should include active engagement with different media and genres of texts and a wide range of content topics. Following an audit of Early Years/KS1 reading, new resources were purchased to enhance the renewed phonics programme.	1,2,3,5

Re-evaluated shared/guided reading approach, moving to <i>whole class reading</i> in KS2	EEF: Improving Literacy in KS2 Developing pupils' fluency and comprehension. Some disadvantaged children struggle to convert to greater depth at the end of KS2 – with speed of fluency, in reading, being a barrier. 51% of PPG children below ARE in reading. Following a review of teaching reading and the adoption of whole class reading, new resources were purchased to enhance the new programme.	1,2,3,5
Marking & Feedback CPD	EEF: Teacher Feedback to Improve Pupil Learning. Evidence considered across, Principles, Method and Implementation.	1,2,3,5
Outreach Support – training for whole school	EEF: Improving social and emotional learning (SEL) Outreach support to improve staff understanding re aspects of trauma, ASD and ADHD to then help teach key skills of self-awareness, self-regulation, social awareness, relationships and responsible decision making.	3,4

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

Budgeted cost: £ 99,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
The effective use of teaching assistants to deliver structured interventions out of class and/or give targeted support within the class	EEF: Making best use of TAs Using TAs to deliver precision/targetted intervention to small groups or 1:1.	1,2,3,5
Pastoral support from Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.  19% (14/74) of disadvantaged children have an additional need (18% within the school overall).	3,4,5
Additional Support (Speech and Language and EAL)	Historically, many children enter the early years setting with poor Communication, Language and Literacy (CLL) skills – working between 22/36 and 30/50 months (with many PPG children working at the lower end).	1,2,3,5

	<p>The school has 14% of children with EAL. And 15% of children with EAL are PPG</p> <p>These additional specialisms provide support and guidance.</p>	
Specialist Teaching and Applied Psychology (STAPs)	<p>Historically, many children enter the early years setting with poor Communication, Language and Literacy (CLL) skills – working between 22/36 and 30/50 months (with many PPG children working at the lower end)</p> <p>STAPs supply an assessment and report, for the school to then action.</p>	1,2,3,5

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

Budgeted cost: £6082.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recipe for Change MSA CPD	<p>EEF: IMPROVING SOCIAL AND EMOTIONAL LEARNING: Establish schoolwide norms, expectations and routines that support children’s social and emotional development.</p> <p>Whole school approach to lunchtime provision</p>	2,3,5
School uniform; including free ‘pre-loved’ uniform.	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	3
Music	<p>EEF: enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	3,4
Residential	<p>Learningaway.org.uk:</p> <p>The evidence continues to show that many of the positive impacts seen on the residential, for example on the development of relationships, confidence and engagement with learning, as well as the delivery of</p>	2,3,4, 5

	learning, were also being sustained back in school.	
Breakfast Club Catering	<p>The Children's Society: Young people are going to school hungry. These young people have to work extra hard to stay happy, motivated and focused on the future</p> <p>On average 26% of our attendees at Breakfast Club are PPG</p>	2,3,4, 5
Additional resources	Additional learning resources, e.g. travel/transport and some lunch time play equipment.	3

**Total budgeted cost: £119,674.59**