

Standlake Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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	Standlake Primary
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	19% (22 pupils)
Date this statement was first published	1 st September 2024
Date on which it will be reviewed/updated	10 th July 2024
Statement authorised by	Andrew Denham
Pupil Premium lead	Andrew Denham
Governor / Trustee lead	Karen Armeanu

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,913
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,913

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our objectives for our vulnerable pupils to:

- Have good social, emotional, physical and mental health and cultural experiences
- Narrow the attainment gap with their peers by exceeding expected rates of progress

We aim to do by:

- Ensuring high quality teaching and learning for all pupils
- Identifying the an individual's barriers to learning
- Additional to and different from interventions & provision is purposeful and effective

Challenges

Challenge	Detail of challenge
1	A high proportion are below ARE in two or more of the core subjects (reading, writing and maths) so find it much harder to access a wide range of curriculum areas
2	A significant proportion have poor early reading skills and are below Age-Related Expectations (ARE) so find it much harder to access a wide range of curriculum areas
3	A high proportion have difficulties with emotional regulation and resilience so find it harder to manage themselves effectively in their work and play
4	A high proportion miss out on a wide range or cultural capital experiences, including extra-curricular activities, that may be a limiting factor in their personal development
5	A small proportion have lower attendance than the majority of pupils so miss out on important teaching and learning

Intended Outcomes

Challenge	Intended outcome	Success criteria
1.	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> • A large majority (70%+) of pupils to make better than expected progress in R, W & M, thus helping to narrow the gap with their peers • A 10-20% increase in pupils being at ARE in at least R, W &/or M
2.	To increase the number of pupils at Age Related Expectations (ARE) in reading in EYFS and KS1 so that they are ready for the next stage of schooling e.g. EYFS and KS2 respectively	<ul style="list-style-type: none"> • 90% of children achieve finish the academic year at the appropriate Read Write Inc phonics level • 90% of pupils achieve Reading ARE in Reception • 90% of pupils pass the Year 1 Phonics Test • 90% of pupils are ARE in Reading by the time they finish KS1
3.	To improve pupils' emotional regulation and resilience so that they are able to manage themselves more effectively in their work and play	<ul style="list-style-type: none"> • Evidence that teachers are improving their support and provision for children with emotional difficulties • Children and their families are provided with pastoral care, guidance and support to raise self-esteem and develop skills of emotional regulation so that they can access learning in the classroom • An improvement in the pupil CLESS score from previous years or initial baseline • Anecdotal evidence of pupils regulating their emotions more effectively and demonstrating greater resilience
4.	All pupils to be given the opportunity to take part in a wide range or cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> • All vulnerable pupils access the 50 Things to Do programme, educational visits, extra-curricular experiences and cultural capital events and trips • A large majority (70%+_ of vulnerable pupils access Standlake Superstars wrap-around care
5.	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> • A large majority (70%+) of pupils have better attendance than the previous academic year

Activity in this Academic Year: 2024-25

Teaching: Budgeted Cost: £13,063

Activity	Evidence that supports this approach	Challenge
<p>Fund the continuation of Read Write Inc (Phonics in EYFS & KS1 and Spelling in KS2) across the school:</p> <p style="text-align: center;">£2,430 (Subscription & Training)</p> <p style="text-align: center;">£1,000 (Resources)</p> <p style="text-align: center;">£8,112 (4 x TA x 4 hours p/w)*</p> <p><i>See our Approach to Reading Document that outlines how this is delivered.</i></p> <p>1-2-1 Reading with an adult (TA) 2 or 3 times a week for pupils who do not read regularly at home.</p> <p style="text-align: center;">£1,521 (3 x TA x 1 hour p/w)</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> The EEF says that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction It is crucial that children are taught in preproperate phonics level groupings so that they can have bespoke support and make rapid progress It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve phonics knowledge and reading comprehension The EEF says that reading comprehension strategies are high impact on average (+6 months). Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. 	1 & 2

Targeted academic support: Budgeted cost: £2,535

Activity	Evidence that supports this approach	Challenge
<p>Tutoring of pupils after school for 60 minutes per week to provide 'post-teaching' feedback (from that day's lessons) and 'pre-teaching' preparation (for the following day) & bespoke interventions (P5's)</p> <p style="text-align: center;">£2,535 (5 x TA x 1 hour p/w)</p> <p><i>*£13 per/h inc. on costs</i></p>	<ul style="list-style-type: none"> EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. 	1 & 2

Wider strategies: Budgeted cost: £11,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund our ELSA with associated training and supervision to provide emotional support in and out of class.</p> <p>£2,340 Teaching (1 x 1 TA doing 6hrs p/w) £200 (training) £500 (resources)</p>	<ul style="list-style-type: none"> • Children learn better and are happier in school if their emotional needs are also addressed. A Teaching Assistant will develop and deliver individualised support programmes to meet the emotional needs of children • The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. • Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. • Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. 	<p>3</p>
<p>To supporting pupils accessing <i>cultural capital</i> experiences and developing character, including our 50 Things To Do programme, after school clubs, trips and residential</p> <p>£9,275</p>	<ul style="list-style-type: none"> • Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on' • Free wrap-around care offer for PPG children 'sets them up' for the day ahead and provides a 'safe and purposeful' environment for them to engage in after school, ensuring they approach the school day and learning in a better frame of mind. 	<p>4</p>

Review of outcomes for the academic year 2023-24

This details the impact that our pupil premium activity had on pupils in the academic years of 2023-24 against the intended success criteria at the time

Challenge 1: To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully

	% of PPG Accelerated Progress	% of Others Accelerated Progress	Progress Difference	% of PPG at ARE	% of Other at ARE	ARE Difference	% of PP at GD	% of Other at GD	GD Difference
Rd	67%	86%	-25%	50%	84%	-34%	11%	35%	-24%
Wr	67%	86%	-19%	56%	79%	-23%	6%	16%	-10%
Ma	78%	86%	-8%	72%	83%	-11%	0%	27%	-27%
Combined	61%	80%	-19%	55%	77%	-22%	0%	7%	-7%

Challenge 2: To increase the number of pupils at Age Related Expectations (ARE) in Reading in EYFS and KS1 so that they are ready for the next stage of schooling

	PPG at expected RWI level	Others at expected RWI level	Difference	PPG Passing Y1 Phonics	Others Passing Y1 Phonics	Difference	PPG at Rd ARE	Others at Rd ARE	Difference
Reception	tbc	tbc	tbc				50% (1/2)	83% (15/18)	-33%
Year 1	tbc	tbc	tbc	50% (1/2)	100% (9/9)	-50%	66% (2/3)	100% (7/7)	-64%
Year 2	tbc	tbc	tbc	100% (3/3)	100% (15/15)	-0%	33% (1/3)	80% (12/15)	-47%

Challenge 3: To improve pupils' emotional regulation and resilience so that they are able to manage themselves more effectively in their work and play

Area	% who improved on CLESS score from Autumn 2023 to Summer 2024
Conduct	tbc
Learning	tbc
Emotional	tbc
Social	tbc

Note: The CLESS Assessment asks the class teacher 10 questions about the pupil in 5 different areas e.g. Is prepared to continue when the work becomes difficult? (0 = Never 1 = Rarely 2 = Sometimes 3 = Often 4 = Always)

Challenge 4: All pupils to be given the opportunity to take part in a wide range of cultural capital experiences, including extra-curricular activities, so that they have greater personal development

% of PPG children who accessed Timetabled Extra-Curricular Activities	% of children who accessed Wrap-Around-Care Activities	% of children who accessed Sports Events
100% (24/24)	71% (17/24)	100% (24/24)

Challenge 5: To increase the attendance percentage of pupils so that they access more teaching and learning

PPG Attendance 2023-2024	Other Attendance 2023-24	% of PPG who improved on last years attendance
93.8%*	95.8%	80% (12/15)

Notes:

*95.6% without one very low pupil

**The 3 children that did not improve their attendance were above 97% in both years

Review of outcomes in the academic year 2022-23

This details the impact that our pupil premium activity had on pupils in the academic years of 2022-23 against the intended success criteria at the time

Challenge Number	Intended outcome	Success criteria	Actual Outcomes
1	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W & M A 10-20% increase in pupils being at ARE in at least R, W &/or M 	<ul style="list-style-type: none"> Reading: 30% better than expected progress Writing: 15% better than expected progress Maths: 35% better than expected progress Reading: Remained the same Writing: 5% increase in pupils at ARE Maths: Remained the same <p>Note: While ARE remained the same, the average Standardised Score increased from the start of the year: Reading: 91 to 96 SPaG: 94 to 97 Maths 92 to 98</p>
2	To increase the number of pupils at Age Related Expectations (ARE) in reading so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> A 20-30% increase in pupils being at ARE in Reading 	<ul style="list-style-type: none"> Reading: Remained the same but average Standardised Score increased from 91 to 96 PPG pupils made better progress average than the whole school average
3	To improve pupils' emotional regulation and resilience so that they are able to manage themselves more effectively in their work and play	<ul style="list-style-type: none"> Evidence (physical and anecdotal) that teachers are improving their support and provision for children with emotional difficulties Children and their families are provided with pastoral care, guidance and support to raise self-esteem and develop skills of emotional regulation so that they can access learning in the classroom An improvement in the pupil CLESS score from September baseline Anecdotal evidence of pupils regulating their emotions more effectively and demonstrating greater resilience 	<ul style="list-style-type: none"> Staff had training on Zones of Regulation and Support for pupils has improved, evidenced by less incidents of behaviour driven by emotional de-regulation Anecdotal evidence from parents that the school supports their child's physical, emotional and mental well-being. Also see Ofsted Parent Survey 40% of pupils improved on the emotional and social areas of the CLESS Assessment
4	All pupils to be given the opportunity to take part in a wide range of cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> To provide pupils with direct experiences to expand their horizons, including out 50 Things to Do programme, educational visits & visitors into school contribute to pupils' learning and improves culture capital All pupils accessing and taking part on whole school '<i>cultural capital</i>' events & trips A large majority (70%+) pupils taking part in at least one extra-curricular activity (out of school hours) during the year 	<ul style="list-style-type: none"> All pupils took part in the 50 Things to Do programme of activities during the year All pupils took part in the cultural capital events, including residential, Young Voices, Sports Competitions, Generation Earth Shot, River Walk, Shoe Box Appeal, Singing Performances, Theatre trip All pupils took part in at least one extra-curricular activity out of school hours
5	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> A large majority (70%+) of pupils have better attendance than 2020-21 Parents acknowledge there are strong links between home and school and support is received for a wide range of need 	<ul style="list-style-type: none"> Overall PPG attendance increased from 94% to 95% 30% of pupils improved on previous year's attendance. PPG average attendance dropped from 94.3% (2021) to 93.9% (2022)