

# Standlake 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	Standlake Primary
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	14.8% (22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Denham
Pupil premium lead	Ellie Pascoe
Governor / Trustee lead	Karen Armeanu

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,865 Tutoring : £1,771.00
Recovery premium funding allocation this academic year	£2,465
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	£29,101

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our objective at Standlake Primary School is to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed 'school' and 'national' expected rates of progress
- To support our children's Social, Emotional and Mental health to enable them to access learning at an appropriate level

We aim to do this through:

- To ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils
- To ensure there is appropriate provision that supports their social, emotional and mental health needs
- To provide pastoral support for pupils and parents, identified by school as vulnerable or in need.
- To increase attendance at school
- To facilitate and enable pupils to access a wide range of enrichment experiences both in and out of school
- To monitor PPG, SEND and Vulnerable groups using academic assessment (3x/year), CLESS (Conduct, Learning, Emotional, Social and Sensory Needs) Assessments, Challenges to Learning Questionnaires, with accountability through Pupil Progress Meetings (3x/Year)

The range of provision made available to this group:

- ✓ Reduced class sizes in KS2 to improve opportunities for effective teaching and accelerating progress
- ✓ Teaching Assistant support in classrooms with a focus on supporting and scaffolding the learning of pupils
- ✓ Targeted reading recovery programme to move children to ARE in reading
- ✓ Social, Emotional and Mental Health support by training a TA to become an ELSA
- ✓ Enhanced focus on vocabulary and language development across the school
- ✓ Targeted language interventions in EYFS and Key Stage 1
- ✓ CPD for teachers in understanding learning and cognition needs and strategies to support them
- ✓ Supporting pupils accessing *cultural capital* experiences and developing character, including our 50 Things To Do programme, after school clubs, trips and residential
- ✓ Supporting payments for breakfast club and after school clubs
- ✓

## Challenges

The following challenges were identified through our **Standlake School Challenges to Learning Questionnaires** completed by teachers for individual pupils. This has provided us with helpful evidence with which to identify what barriers to learning that we need to focus on:

Challenge number	Detail of challenge
1	A very high proportion (86%) 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 very high proportion (76%) have poor 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 (66%) <i>may</i> miss out on a wide range of cultural capital experiences, including extra-curricular activities, that may be a limiting factor in their personal development
4	A high proportion (52%) have limiting cognitive skills, particularly working memory, processing, organisations and problem solving so find it harder to focus and concentrate during teaching and learning activities
5	A high proportion (52%) have difficulties with emotional regulation and resilience so find it harder to manage themselves effectively in their work and play
6	A small proportion (33%) have lower attendance than the majority of pupils so miss out on important teaching and learning
7	A small proportion (33%) <i>appear</i> to apply less effort (ambition) to their work which contributes to them making less progress
8	A significant proportion (25%) have Special Educational Needs so find it much harder to access a wide range of curriculum areas

## Intended Outcomes

*This explains the outcomes we are aiming for by the end of our current strategy plan (July 2022), and how we will measure whether they have been achieved.*

Intended outcome	Success criteria
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"> <li>• A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> <li>• A 10-20% increase in pupils being at ARE in at least R, W &amp;/or M</li> </ul>
To increase the number of pupils at Age Related Expectations (ARE) so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>• A 20-30% increase in pupils being at ARE in Reading</li> </ul>
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"> <li>• To provide pupils with direct experiences to expand their horizons, including out 50 Things to Do programme, educational visits and visitors into school contribute to pupils' learning and improves culture capital</li> <li>• All pupils accessing and taking part on whole school 'cultural capital' events and trips</li> <li>• A large majority (70%+) pupils taking part in at least one extra-curricular activity (out of school hours) during the year</li> </ul>
To improve the pupil's language and communication skills, particularly knowledge, vocabulary, comprehension and expression so that they can participate in and have greater success in speaking & listening, reading and writing activities and learning	<ul style="list-style-type: none"> <li>• A large majority (70%+) to achieve Communication and Language at the end of EYFS</li> <li>• Children's listening, vocabulary and narrative skills are improved, narrowing the gap with peers</li> <li>• A large majority (70%+) of pupils to make better than expected progress (6+ STEPs) in Reading and Writing, with evidence (physical and anecdotal) of improvement in knowledge, vocabulary, comprehension and expression</li> </ul>
Teachers have a better knowledge and understanding of supporting pupils with weaker cognitive skills so that the children are able to access and be successful in more of their learning	<ul style="list-style-type: none"> <li>• Evidence (physical and anecdotal) that teachers are improving their support and provision for children with cognitive difficulties</li> <li>• A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> </ul>
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"> <li>• Evidence (physical and anecdotal) that teachers are improving their support and provision for children with emotional difficulties</li> <li>• 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</li> <li>• An improvement in the pupil CLESS score from September baseline</li> <li>• Anecdotal evidence of pupils regulating their emotions more effectively and demonstrating greater resilience</li> </ul>
To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> <li>• A large majority (70%+) of pupils have better attendance than 2020-21</li> <li>• Parents acknowledge there are strong links between home and school and support is received for a wide range of need</li> </ul>
An increased in pupils' effort in their work so that they make better progress	<ul style="list-style-type: none"> <li>• Anecdotal evidence of pupils making more effort int their work</li> <li>• A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> </ul>
Support for SEND pupils is enhanced further so that they access a wide range of curriculum areas even better	<ul style="list-style-type: none"> <li>• A large majority (70%+) of pupils meet their Pupil Profile Targets</li> <li>• A large majority (70%+) of pupils make better progress than 2020-21</li> </ul>

### Activity in this academic year – 2021 - 22

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching: Budgeted Cost: £8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To part-fund an additional teacher so that KS2 class sizes are significantly smaller and single year group</p> <p><i>With teacher: Y5:16 Y6:20</i> <i>Without teacher: Y5/6:36</i></p> <p><b>£5000</b></p>	<ul style="list-style-type: none"> <li>The Education Endowment Foundation (EEF) identifies that a smaller class size impacts on the learning when it allows the teachers to teach differently e.g. having higher quality interactions with pupils or minimising disruption. For two year groups, with a high number of disadvantaged pupils (33% and 25% respectively), this is particularly important and necessary.</li> <li>Some studies also found that smaller class sizes can have a greater positive impact on disadvantaged pupils than their peers</li> </ul>	1, 2, 4, 5, 7, 8
<p>Part fund the introduction (training and resourcing) of Read Write Inc across the school as a new synthetic phonics, reading and writing programme so that <i>every teacher is a teacher of phonics</i></p> <p><b>£3000 (training)</b></p>	<ul style="list-style-type: none"> <li>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:</li> <li>It is crucial that children are taught in preproperate phonics level groupings so that they can have bespoke support and make rapid progress</li> <li>Read Write Inc provides ‘fast tracking’ for pupils who need to keep up not catch</li> <li>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.</li> </ul>	1 & 2

**Targeted academic support: Budgeted cost: £10,771**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring of pupils after school for 30 minutes to provide ‘post-teaching’ feedback (from that day’s lessons) and ‘pre-teaching’ preparation (for the following day) &amp; a Homework Club for targeted pupils</p> <p><b>£1771</b></p>	<ul style="list-style-type: none"> <li>EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</li> <li>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.</li> </ul>	1, 2 & 3
<p>Part funding of Teaching Assistant support to help deliver Priority 5 interventions in the classroom</p> <p><b>£5,000</b></p>	<ul style="list-style-type: none"> <li>EEF research shows that well trained TAs, delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress</li> </ul>	1, 2 & 4

<p>To part fund purchase of PM Benchmark Assessment and associated books to enable the detailed assessment and delivery of a reading intervention programme that focuses on comprehension strategies</p> <p><b>£ 2,000</b></p>	<ul style="list-style-type: none"> <li>• The emphasis of the PM Benchmark assessment procedures is to assess students’ instructional and independent reading levels and to ensure students have access to texts that are accessible</li> <li>• 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:</li> <li>• 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 reading comprehension.</li> <li>• Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> </ul>	<p>1 &amp; 2</p>
<p>To fund TA support to deliver the reading intervention that focuses on the following strategies: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><b>£2,000</b></p>	<ul style="list-style-type: none"> <li>• 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:</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact:</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>1, 2</p>

## Wider strategies: Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A TA to complete ELSA Training and supervision to provide emotional support in and out of class. To establish a Nurture Group in the school.</p> <p><b>£1000 (training)</b> <b>£500 (resources)</b> <b>£1500 (teaching)</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year.</li> <li>• Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> <li>• Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</li> </ul>	5
<p>Increase in SENCO time ½ day</p> <p><b>£4,500</b></p>	<ul style="list-style-type: none"> <li>• Provide additional support to teachers so that they can have improve on 'inclusivity' in the classroom by advising on supporting cognitive skills, particularly working memory, processing, organisations and problem solving so find it harder to focus and concentrate during teaching and learning activities</li> <li>• Address challenges to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's needs and progress. Early Help Assessments and TAF meetings</li> </ul>	6, 7, 8
<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><b>£3,000</b></p>	<ul style="list-style-type: none"> <li>• 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'</li> </ul>	3

**Total budgeted cost: £29,271**

## 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.

#### Pupil Premium Progress and Attainment:

Subject	STEPs	Spring 2020*		Autumn 2020**		Spring 2021		Summer 2021	
		ARE/GD	GD	ARE/GD	GD	ARE/GD	GD	ARE/GD	GD
Reading	5.9	44%	0%	45%	5%	43%	10%	33%	10%
Writing	4.9	33%	0%	5%	0%	10%	5%	14%	5%
Maths	6.3	28%	0%	28%	0%	29%	5%	48%	5%
Combined		28%	0%	0%	0%	10%	5%	10%	0%

\* Just before National Lockdown

\*\*Return from first National Lockdown

#### Whole School Comparison Progress and Attainment:

Subject	STEPs	Spring 2020		Autumn 2020		Spring 2021		Summer 2021	
		ARE/GD	GD	ARE/GD	GD	ARE/GD	GD	ARE/GD	GD
Reading	7.6	83%	43%	76%	30%	70%	35%	80%	30%
Writing	6.6	74%	17%	48%	13%	47%	14%	61%	17%
Maths	7.7	76%	26%	67%	23%	65%	15%	75%	20%
Combined		69%	11%	47%	7%	42%	7%	57%	9%

#### Pupil Premium CLESS (Conduct, Learning, Emotional, Social and Sensory) Assessment Progress:

Area	% who improved on score from Autumn 2020 to Summer 2021	Autumn 2021 Average Score	Summer 2022 Average Score
Conduct	0%	tbc	tbc
Learning	0%	tbc	tbc
Emotional	0%	tbc	tbc
Social	0%	tbc	tbc
Sensory	0%	tbc	tbc

#### Notes:

- The CLESS Assessment was devised in 2010 by Andrew Denham during his time as Head teacher of a SEMH Special School and as the Manager of a local authority SEMH Outreach Team. Each area has 10 questions that the class teacher scores a pupil against e.g. Is prepared to continue when the work becomes difficult? (0 = Never 1 = Rarely 2 = Sometimes 3 = Often 4 = Always)
- It amalgamates questions from a variety of recognised 'SEMH' and 'Sensory' questionnaires into statements that pupils, parents and teachers can easily understand and provide SMART targets for SEND Pupil Profiles, as well as track progress over time. The expectation is that an 'average' pupil would score 30+/40 in each 'area'