



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Stoke Holy Cross Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	12% (26)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3 (2022-2025)
Date this statement was published	Nov 2022
Date on which it will be reviewed	March 2023, Sept 2023 (data)
Statement authorised by	J Chaney Headteacher
Pupil premium lead	J Chaney Head teacher
Governor	A Nicklin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,500
Recovery premium funding allocation this academic year	£ 1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,570
<b>Total budget for this academic year</b>	<b>£66,520</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Alongside this, research, conducted by the EEF, supports our expenditure plans for our pupils.

The challenges are varied and there is no “one size fits all”. Strategic decisions are rooted in robust diagnostic assessment to meet the common barriers and individual needs.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. This is secured through robust progress meetings with staff who are directly involved in teaching and learning i.e. Teachers and Teaching Assistants.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and we aspire for all pupils to achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Research-informed High-Quality Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and with regard to those nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- 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 opportunities to develop their knowledge and understanding of the world

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

- Provide all teachers 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, individual interventions, before-school focussed intervention,
- Target funding to ensure that all pupils have access to enrichment and first hand learning experiences
- Provide opportunities for all pupils to participate in extra-curricular activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principles:

- 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 through the class pupil premium plan specific intervention and support for individual pupils, which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality initial provision from appropriately trained adults.

Strategies may change and develop based on the emerging needs of individuals.

## Challenges

This details the key challenges to achievement that we have identified for some of our disadvantaged pupils.

Challenge number	Detail of challenge for some pupils
1	<b>Intersectionality of PPG and SEND</b> – our school context and data analysis shows an over-lap for SEND needs and disadvantage. 40% of our SEND pupils are also disadvantaged.
2	<b>Speech, Language and Communication barriers on entry and through KS, which impacts acquiring secure phonics by end of Y1 – 2021-22</b> YR (30 pupils – 20% of pupils screened received speech therapy Y1 (27 pupils) – 33% of pupils screened received speech therapy Y2 (13 pupils formally assessed) – 38% received speech therapy Between 2017 and 2022, 44% of disadvantaged pupils achieved the phonics threshold at the end of Y1. The 5 year trend (2018-2022) for Y1 phonics: 2018-80% 2019-77% 2020-no data (Covid19) 2021-50% 2022-79%
3	<b>Behaviour, SEMH-barriers</b> – we aim for excellent behaviour for learning, enabling all pupils to work towards achieving their potential. Many of our disadvantaged children experience behaviour/SEMH challenges, especially those with SEND, where SEMH is often a primary SEND need.

4	<b>Access to opportunities – enrichment and extra-curricular</b> – we do want any child or family unable to participate in school clubs or trips because of constraints on family income.									
5	<p><b>Gaps in Writing and Maths</b> – 2022 end of KS2 data:</p> <p>Writing – Disadvantaged - -14.8      Non-disadvantaged - -1.4  Maths - Disadvantaged - +1.3      Non-disadvantaged - +3.1</p> <p>The Reading gap has narrowed over the last 5 years:</p> <table style="margin-left: 40px;"> <tr> <td></td> <td>2018</td> <td>2022</td> </tr> <tr> <td>Disadvantaged -</td> <td>-1.61</td> <td>+4.8</td> </tr> <tr> <td>Non-disadvantaged -</td> <td>-1.28</td> <td>+4.5</td> </tr> </table>		2018	2022	Disadvantaged -	-1.61	+4.8	Non-disadvantaged -	-1.28	+4.5
	2018	2022								
Disadvantaged -	-1.61	+4.8								
Non-disadvantaged -	-1.28	+4.5								
6	<b>Attendance and Punctuality</b> – our internal data shows disadvantaged pupil attendance is 1.4% lower than non-disadvantaged pupils. Research shows a strong link between poor attendance and attainment.									

## 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 (Short/medium term assessments are tracked and internal data analysed, to support achievement of longer term goals.)
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Maths	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve at least national average expected standard in Phonics Screening Check (PSC)
Attendance and Punctuality	Ensure attendance of disadvantaged pupils is above 96%. This would be a 3% improvement on 2021-22 attendance.
Pupils can regulate their behaviour	Reduction in behaviour log reporting – internal data maintained for number of incidents, number of behaviour plans required, number of safety risk assessments undertaken will show the achievement of our intended outcomes.
Disadvantaged pupils access to opportunities	Increase in pupil participation in enrichment and extra-curricular activities.

## 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: £35,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress Meetings funded. £600	<p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</p> <p>We believe it is important to give time to assess, plan and deliver and review with all those accountable for progress. Teaching Assistants need to be aware of the ‘what and why’ to be most effective in their support of learning.</p> <p>Provision maps showing interventions discussed in the meetings will support quality assurance. Benchmarking, detailed feedback notes, and exit assessments will be used to demonstrate impact.</p>	1,3,5
Maths Lead CPD £1070  English Leads CPD £1070	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>Strong subject knowledge and leadership, cascaded to all staff responsible for Teaching and Learning, is essential to maintain the drive for improved progress for all pupil groups.</p> <p>Maths confidence and ability is a weakness for our PPG pupils and has been impacted by Covid-19 disruption, especially where parents have found difficulties in supporting remote learning.</p>	1,2,5
Phonics £2000-resourcing	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p>	2
Parkside – outreach work with specialist provision	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3,6



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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Nurture sessions £3000	<p>Key findings of Forest Research:  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p>More frequent behaviour difficulties meaning PP pupils are more likely to be impacted by disruption, due to their low starting points. However, existing interventions have had an impact on behaviour incidents and have been PP 20% compared to 11% This is an improvement on the previous year's figures.</p>	3,4,5
Play Therapy £4000	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>We have considered all our pupil groups and their needs, including our Post-LAC and LAC pupils.</p>	3,4,5
Drawing and Talking £2000	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>We have trained staff to offer this talk intervention. The school will consider succession planning to ensure this is a sustainable strategy.</p> <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p>	4,5

	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Our pupils are increasingly presenting SEMH concerns, manifested as anxiety, emotionally-based school avoidance, and behaviour due to heightened states. This can be exacerbated by SEN barriers.</p> <p>We believe that staff, to be the best they can be for our pupils, need to attend to self-care, too, supported in the workplace by our Mental Health Leads.</p>	
<p>Midday Supervisory Assistant (MSA) Outdoor Classroom play session £500</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Our approach offers responsibilities to pupils to raise their self-esteem. It also provides positive models for behaviours during less structured times in school.</p>	5
<p>Enrichment-Mad Scientist, DNA Detectives £2000</p>	<p>To support our aims for all pupils to have opportunities and aspirations for their future lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	3,8
<p>Extra-curricular opportunities- music, football £1000`</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>We have monitored the uptake of extra-curricular participation. There is a need to be proactive in prioritising the PPG pupils to join out of school activities.</p>	3,8

**Total budgeted cost: £66,520**

## 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 2022 to 2023 academic year.

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Speech and Language	Wellcomm
Speech and Language	TalkBoost
Autism	AET
TTRockstars	play.ttrockstars.com

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
There were no service pupils 2021-22	N/A