



## 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-up to April 23 A Taylor-May 23 onwards

### 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>	£66,520

## 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
<p>Progress Meetings funded. £600</p>	<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
<p>Maths Lead CPD £1070</p> <p>English Leads CPD £1070</p>	<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
<p>Phonics £2000-resourcing</p>	<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
<p>Parkside – outreach work with specialist provision</p>	<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.

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	<p>Achieve above national average progress scores in KS2 Reading (0) (See governor monitoring, interim data and Phonics progress report)</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>Reading dog is motivating Lower School pupils to read.</li> <li>A small number of volunteers are supporting reading frequency in strategic classes.</li> <li>Dyslexia-supportive fiction purchased for the school library.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>Reading Lead and English Lead attended Reading Conference – several ‘Reading for Pleasure’ ideas have been implemented. Evaluation of these will take place Summer 24.</li> <li>Wensum Hub partnership has continued and we are set to graduate.</li> <li>KS1 statutory moderation undertaken and judgements agreed.</li> <li>71% of Reception pupils achieved EXS in Word Reading. (21-22 75%)</li> </ul>
Progress in Writing	<p>Achieve above national average progress scores in KS2 Writing (0) (See governor monitoring and interim data)</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>Writing assessments have taken place and actions taken in response to findings.</li> <li>Evidence of pupils writing for a purpose (e.g. persuasive writing to industry/Parliament, invitations to the Toy Museum)</li> <li>Before school invitees focus on transcriptional skills – handwriting, spelling, punctuation and grammar.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>-Moderation and staff discussions has highlighted the need for a change in our spelling strategy.</li> <li>-Act on findings of writing review (28.02.23) – a further morning of consultation purchased to support English lead with top level mapping of writing units.</li> <li>-KS1 statutory moderation undertaken and judgements agreed. One GDS pupil was changed to EXS due to composition styles not being consistent.</li> <li>-67% of Reception pupils achieved EXS in Writing (21-22 75%)</li> </ul>
Progress in Maths	<p>Achieve above national average progress scores in KS2 Maths (0) (See governor monitoring and interim data)</p> <ul style="list-style-type: none"> <li>-Attendance at VNET Maths Community has transferred to our new Maths Lead.</li> <li>-Observations to quality assure Maths delivery to take place with Headteacher and Maths Lead in spring 2.</li> <li>-Before school Maths sessions taking place, and are more comfortable for some of our PPG pupils, as they often prefer 1:1 sessions (pupil voice).</li> </ul> <p>Summer 23</p>

	<p>-93% of Reception pupils achieved EXS in Number and Number Patterns. (21-22 89% and 82% respectively)</p>
Phonics	<p>Achieve at least national average expected standard in Phonics Screening Check (PSC)</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>● Parent meetings have taken place with new cohort in Reception to introduce parents to the phonics scheme and also to address early reading</li> <li>● All staff have had a refresher on training using ELS support during INSET day</li> <li>● New staff have received the appropriate ELS training</li> <li>● Reception phonics lessons began straight away in September</li> <li>● Provision maps show which children have fallen behind and are receiving intervention</li> <li>● A plan for coaching both teachers and support staff has been created</li> <li>● Many strategies are in place to support developing a love of reading (mixed year group reading buddies/reading dog and volunteers weekly visits/making books are part of DT projects/student librarians/reading challenges/class story times/ PSHE lessons are beginning to use a broader range of inclusive and diverse books/further dyslexia friendly books have been purchased/arrived and are distributed across the library, identified by orange dots to avoid an esteem barrier by having to go to a particular shelf to browse).</li> <li>● Teachers accessing CPD for language acquisition for the classroom.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>-Purchase forward-facing book shelves for Lower School - £650</li> <li>-Purchase partner reading books (£1000+) (ELS strategy) – some match funding remains (£419), school to apply for further funding or PPG expenditure directed to purchase the books.</li> <li>-Half termly phonics data submitted to Wensum English Hub – action plan provided.</li> <li>-Wensum Hub partnership has continued and we are set to graduate.</li> <li>-Y1 PSC – 79%</li> <li>-Y2 retake – 1 pupil passed, other pupils have significant SEN barriers but made progress.</li> </ul>
Attendance and Punctuality	<p>Ensure attendance of disadvantaged pupils is above 96%. This would be a 3% improvement on 2021-22 attendance.</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>-74% of Pupil Premium group pupils with 96% or below, have improved attendance in the spring 1 half term, compared to the entire autumn term.</li> <li>Attendance is celebrated with the children and parents, who are ultimately responsible for getting the children into school on time.</li> <li>-Other pupils have various attendance plans (reduced timetables, early entry/late entry by arrangement).</li> <li>-Continue to engage with parents about the need for regular school attendance.</li> <li>-Met with LA Attendance Officer, to discuss school strategy (February 2023)</li> <li>-37% of pupils have over 96% attendance to date.</li> <li>-42% of pupils have lower attendance attributable to illness.</li> <li>-Gap remains between PPG and non-PPG attendance, but this has narrowed to 1.3% by the end of Spring 1 term.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>-As of 08.07.23 – attendance is 94.3%.</li> <li>-Scarlet Fever impacted pupil attendance in December 22.</li> <li>-Parent/carers continue to book holidays in term time.</li> <li>-There are 24 Persistent Absentees (11.8%).</li> <li>-33% of these pupils are PPG.</li> <li>-50% of these pupils are PPG and SEND.</li> </ul>

	<p>-To support PPG with SEN, both PPG and SEN notional budgets have been utilised to fund S2S/Ed Psych reports, Alternative Provision, staff ratios, Speech and Language professional input.</p> <p>-FPN referrals have been made for the first time this academic year. <b>The impact of this action will be monitored and measured by the number of holidays next year.</b></p>
<p>Pupils can regulate their behaviour</p>	<p>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.</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>-School has worked closely with Parkside Special School, to embed 'Zones of Regulation' into all classes, as a way of children recognising their feelings and aiming to avoid further escalation. We collaborated with the wrap around setting based at Stoke, to support consistency across settings.</li> <li>-CPOMS data shows recorded entries for a smaller number of children relating to behaviour.</li> <li>-The records relate to the majority of pupils who are not in the Pupil Premium group.</li> <li>-Pupil has been 'signed off' play therapy, as a result of the positive impact on SEMH.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>-Suspension rates have increased this year, but only includes 0.49% of Pupil Premium children.</li> <li>-All staff have 'Zones' displays, classes have rolled out lesson focuses and pupils can talk about how to get from zone to zone.</li> <li>-104 logs under 'verbal/aggressive' category. (449 21-22). This involved 8 pupils, primarily.</li> <li>-Three of the pupils have continued to have their behaviour logged from 21-22 and 22-23. There has been significant improvement from the other 5 pupils.</li> <li>-Nine pupils are currently being monitored. Six of these pupils have SEN and/or suffered trauma.</li> </ul>
<p>Disadvantaged pupils access to opportunities</p>	<p>Increase in pupil participation in enrichment and extra-curricular activities.</p> <p>Progress made:</p> <ul style="list-style-type: none"> <li>-Positive action taken to ensure Pupil Premium pupil group is offered the opportunity to be involved in clubs – either in or after school time.</li> <li>-40% of PPG pupil group have participated in at least one school club.</li> <li>-45% of those participating, have had financial support accepted.</li> </ul> <p>To do:</p> <ul style="list-style-type: none"> <li>-PE Lead to monitor participation of PPG pupil group in sports competitions.</li> </ul> <p>Summer 23</p> <ul style="list-style-type: none"> <li>-All pupils have been offered activities organised by school. We continue to offer activities to PPG pupils on a 'first refusal' basis and parents are informed that financial support is available.</li> <li>-96% of Y6 attended the residential. Reason for none attendance was not financial.</li> <li>-6% of Y6 pupils had financial support to attend the residential.</li> </ul>
<p>General</p>	<ul style="list-style-type: none"> <li>-Staffing allocation was diverted to support pupil regulation and to minimise classroom disruption, enabling all pupils to learn.</li> <li>-Progress Meetings were rescheduled to staff meetings, to avoid disruption to teaching weeks, ensure adequate staffing was in place to support pupil behaviour and as a recognition of workload.</li> </ul>

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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*

<b>Programme</b>	<b>Provider</b>
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:*

<b>Measure</b>	<b>Details</b>
There were no service pupils 2022-23	N/A