



Stoberry Park School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Stoberry Park School
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	20% (63 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr Andrew Shakesby
Pupil premium lead	Mrs Karen Sims
Governor / Trustee lead	John Summers, Parent governor and lead for disadvantaged pupils, EAL and well-being.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,380
Recovery premium funding allocation this academic year	£0
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	£101,380

Part A: Pupil premium strategy plan

Statement of intent

Stoberry Park School has built a reputation for caring for its pupils while developing high standards across a rich and varied curriculum. We want the best for every child at our school. We know that there are a variety of barriers to learning and our ultimate objective is to identify those barriers and find ways, however challenging, to overcome them. We believe that we should build confidence, independence, creativity and aspirations in our children whilst also helping them to understand the importance of the wider world.

Our current pupil premium strategy considers our disadvantaged and vulnerable children as individuals. We work hard to identify the needs of each child and make sure they get the opportunities to thrive academically, socially and emotionally. Much of our focus is on their happiness. If a child is happy at school, then they will thrive. We want to give them opportunities they would otherwise miss out on. We have identified five school character values that we want to be an integral part of our everyday school lives. These are: integrity, compassion, creativity, courage and curiosity. We want to ensure that we are putting good people out into the world and getting them ready to become future citizens of our global community. This is what we want for all of our children at Stoberry Park.

The key principles of this statement are to show how we are using our funding to promote an individualised provision. This covers learning in all aspects of school life from academic support to extra-curricular opportunities and emotional and social support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with number fluency than their peers. This negatively impacts their development as mathematicians.
3	Vulnerability Factors: Some of the children eligible for PP funding have increased vulnerability factors including SEN, EAL, significant medical and child protection concerns which can affect their engagement with learning, their progress in lessons, their attendance and their self-esteem.
4	Disengagement: For many children who are eligible for PP funding, discussions with staff report that, although the children are focusing well in school there is often very limited engagement and support from parents. The lack of involvement of parents in home activities such as reading and other wider learning opportunities has a negative impact on some of our PP children.
5	Social Factors and attendance: For many children eligible for PP funding, there are also social and emotional barriers to their progress. They often find break and lunchtimes to be particularly challenging in that their relationships and interactions with others are put under greater stress due to the change in environment and the large number of children together. Attendance is also a significant issue for some. This has a negative impact on progress and attainment.
6	Mental health: We are still experiencing the ripple effect from factors arising from past and current events including COVID and cost of living. This is a significant period of time in a child's life and education and the above factors may be increased due to this as well as many mental health problems particularly for some of our most vulnerable children.

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
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To reduce the attainment gap between the school's disadvantaged pupils and others nationally.	PP children will make at least expected progress from their starting points in reading, writing and maths.
To raise the in-school attainment of both disadvantaged pupils and their peers in Writing, Reading and Maths.	PP children will reach the age-related expectation or make accelerated progress in reading, writing and maths. PP children will pass the Y1 phonics screening check.
To raise and address parental support	Data from parents evening attendance will improve. Teachers will work to ensure strong home-school links and encourage parental engagement throughout the year. Regular contact (both face-to-face and via email/letters) takes place and guidance is shared to encourage engagement at home. An increase in parent surveys taken. Other sources of evidence such as homework engagement, reading diaries and parent surveys will show improvements.
To provide pupils eligible for PP with a rich, varied curriculum including access to extracurricular activities.	All disadvantaged children will have the opportunity to attend educational visits and residential. Pupils are able to remember and talk about the rich learning experiences they have had. Pupils socialise with peers in more informal play-based settings, and participate in group activities. The introduction of OPAL this academic year will also support this further.
To support the well-being and SEMH needs of the pupils eligible for PP and their families.	PP children have their SEMH needs met and this enables them to be ready to learn in the classroom. Barriers to learning for our most vulnerable learners will be removed. External support will be sought promptly when required. Internal support is put in place to ensure children are supported and this is reviewed regularly. A wider number of staff and more timetabling for ELSA will be made available to reach a greater number of children.

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: £4,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every child to receive Quality First Teaching within the classroom every day.	EEF research shows teaching delivered through mastery learning (+5 months) and high quality, feedback (+6 months) have significant impact. Improving the quality teaching of teaching pedagogy quality is the most effective way to improve outcomes for disadvantaged pupils. This will also benefit non-eligible pupils as well. This will be achieved using the following: - High quality training for all staff. - Lesson observations and learning walks focus on feedback to improve. - Regular book moderations including looking at learning journals. - Learning journals to document the areas of need and misconceptions of children which can then be addressed in subsequent lessons. - CPD/ coaching provided in any areas where this is identified as useful. Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes. Our school priority for the last year has been Maths. Priority training also implemented in RWI for	1, 2, 3, 4

	any new staff and refreshers for current staff. Training to be given to phonics lead and headteacher as part of the RWI reading lead to ensure continuing support can be given to staff. - Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching. This will include a substantial purchase and further purchases where necessary of new RWI fully decodable reading books to ensure children are decoding books at the right level for them. This will follow with a view to invest in further resources to support reading. - Accelerated Reading programme: subscription and training for all staff re diagnostic use of accelerated reader. - RWI subscription- ensuring staff have access to online training on-going to strengthen teaching skills and knowledge. Also access to the most up to date resources. - Further assessment training and opportunities for CPD. - Lead teacher and TA to monitor and support PP provision. - Documentation to help view child as individual. - Pupil Progress Meetings, close monitoring of interventions and regular review- link to document 'child as individual' which is creating more tailored intervention for individual needs rather than grouping. - Planning uploaded to SLP weekly for staff access and SLT & PP coordinator to monitor which will ensure	
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	high standards and expectations are set and maintained.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring no gaps in knowledge hinder progress of pupils.	EEF research shows 1-1 tuition (+5 months) Much of our resources will be used to help children catch up where needed. This will be in the form of 1:1 tuition, precision teaching and small group focus. We will purchase and implement proven interventions which identify gaps in learning and tailor the intervention plans for those needs. We have also invested in Number Stacks intervention to ensure children's number facts are secure and fluent which will further support progress. There has also been further training given for staff to implement RWI fast phonics interventions.	1, 2, 3, 4
To raise attainment of PP pupils at risk of underachieving in English and Maths.	EEF research shows 1-1 tuition (+5 months) Feedback (+8 months) Small group tuition (+4 months) This will be achieved using the following: - Intervention- tailored groups and staffing considering the needs and gaps in learning for children as individuals. - Fair distribution of teaching staff to ensure lower attaining pupils receive high quality teaching from qualified teacher. - Termly teacher report on each PP child to identify support in place and further support needed.	1, 2, 3, 4

	- Improved monitoring of PP children in attainment and support given. - PPM meetings - termly. - PPA - weekly discussions. - Booster sessions related to the child's individual need. - Continuation of RWI programme and training given to any new staff. - RWI training given to all staff to ensure most up to date skill and knowledge in September 2023. - Continuation of marking policy with high emphasis on feedback both verbal and written and use of feedback journals. - Whole school approach using maths planning and Number Stacks interventions. - Regular observations of whole class teaching and interventions alongside SLT to ensure high standards are being met/delivered.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing extra-curricular support	EEF research shows Social and emotional education (+4 months) EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. We had a need identified to tailor the individual needs of PP children rather than grouping them. Behaviour log shows fewer playtime incidents and feedback from staff shows more engagement from children in school as they have something to focus their energy on. It is hoped that this will also improve with the provision of OPAL being introduced this academic year. Through work from PP co-ordinator and staff, steps have been taken to get to	3, 4, 5, 6

	know our PP children more individually and draw out any needs they may have both academically but also socially/emotionally. We will be providing more extra-curricular clubs particularly outdoors including forest schools. We will approach and encourage disadvantaged children to take up these clubs and make priority for them to sign up. We will ensure swimming lessons, residential and educational trips are funded so that disadvantaged children are able to attend and reap the benefits.	
Supporting pupils to regulate their emotions and be in a positive place to learn.	EEF research shows 1-1 tuition (+5 months) and Social and emotional education (+4 months) This continues to be a vital factor due to impact of recent years and therefore more focus/resources will be used on this area of need. School staff more able to understand and appropriately support challenging or complex needs. In previous years, children particularly in KS2 have developed friendship issues which need addressing in order for their academic focus to remain. We will use resources such as ELSA, forest schools, tailored social groups and the use of the PFSA to support these needs. This academic year we have extended the timetable and staffing for ELSA so that more children can benefit from this. We have also made considerable changes to our relationship and behaviour policy to ensure all children have the opportunity to be celebrated and the chance to flourish despite their difficulties. CPD has been a focus of this area.	3, 4, 5, 6
Ensure resources are available to aid learning and support.	EEF research shows Digital Literacy (+4 months) We have invested in class sets of laptops and iPads (with regular needs for updates and maintenance). This means the children will have a greater access to	1, 2, 3, 4

	digital literacy on a daily basis. We have supplied working laptops for some families to use at home. Use of DCPro to help track and monitor pupil progress. CPOMS provision to ensure vulnerable children are monitored and identified.	
Enabling parent to support learning at home and supporting financially with school trips and residential.	EEF research shows Parental involvement (+3months) We know how important it is to maintain good relationships with parents in supporting the children's learning. Parents will be more accountable for adding to their child's education and be more aware of the teaching and learning within school. Staff are aware of the impact to well-being for parents and have increased contact as a result. We anticipate this could continue due to recent impact of cost of living. Support for parents therefore remains crucial. This will be done through the following: - Pupils' who are eligible, will receive PP funding as soon as possible. - Develop an open door policy with PP parents. - Parent questionnaires. - Telephone calls to home. - Regular contact via parent mail and face to face. - Letters - Parent workshops. Involve children in the sessions to encourage more parents. - PFSA supporting parenting and helping to resolve family issues enables children to arrive in school more willing to learn. - Offer SPARKS our before and after school resource to families who need it. - Close monitoring of families through contact and CPOMS to ensure any issues/trends that arise are supported. - Financial support for parents through uniform, Fareshare, swimming lessons,	4, 5, 6

	funded trips and residentials will not create any undue stress.	
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Total budgeted cost: £101,380

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 2021 to 2022 academic year.

Our assessments for 2022/23 show that our children performed less well than expected. Our disadvantaged children in particular made less progress than non-disadvantaged children. Across our PP cohort, 46% achieved expected or above in mathematics; 51% achieved expected or above in reading and 52% achieved expected or above in writing. This was below our desired expectations and not the impact we had wanted. As a result, we have looked at and pin-pointed two areas that need to be our focus for this academic year. Maths continues to be a focus from our school development plan. Reading and phonics will be our other area of focus. We have focused on our approach to phonics where up to date training has been given to all staff. This means that children in KS2 will continue to get phonics provision if they need it. We have changed our timetable to ensure that all children have access to higher quality teaching and that children in EYFS and KS1 receive phonics teaching daily. The children are taught by their teachers and receive further support from TAs through interventions and precision teaching.

Overall, attendance of our Pupil Premium children was lower than the national average. New attendance monitoring systems are now fully in place with the initial impact being seen with our pupil premium families. This continued new approach and monitoring system shows signs of success. It has meant we are having those important dialogues and building relationships with families and supporting them right from the beginning to ensure the children are in school.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continued to be considerably impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on this approach with the activities detailed in this plan. SEMH strategies continue to be a priority in the classroom with these needs being closely monitored. Regular termly and half-termly pupil progress meetings which discuss the progress and next steps of individual children are held with Senior leaders and class teachers. This also forms part of individual performance management. The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities. No child misses out!

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
Accelerated Reader	Renaissance
Shine targeted interventions	Hodder Education
CPOMS	CPOMS Systems Limited
Number Sense Maths	Number Sense Maths Limited
RWI Book bag reading Books	RWInc
Number Stacks	Number Stacks Limited

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funded extra-curricular activities to enable our service children to take part in certain activities which provide emotional support as well as social groups where needed. We put in additional support with home activities such as reading where an absent parent made it more difficult to maintain that support at home.
What was the impact of that spending on service pupil premium eligible pupils?	We had constant contact with the family to ensure the children did not need any further support. We also closely monitored their progress to ensure that they learn, develop and achieve their own expected level of progress. Teachers noted improvements in wellbeing and assessments showed progress where there had been extra support provided.

Further information (optional)

The research we have used is primarily taken from the Education Endowment Foundation which supports the reasons for our choices.