



Stoberry Park School

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	Stoberry Park School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	21%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Michael Hawkins, Headteacher
Pupil premium lead	Mrs Karen Sims
Governor / Trustee lead	Mrs Jennifer Peachey, Chair of Governors and lead for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,700
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	£85,700

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 both academically, socially and emotionally to thrive. 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 want them to have **dreams**, we want them to have **goals** and that is our **mission**!

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	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.
2	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.
3	Social Factors: 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.
4	Factors arising from school closures and partial closures over the last two academic school years. Schools were forced to partially close from end of March 2020 until the end of the school year due to COVID-19. There was also a partial closure in January 2021- March 2021. 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant increase in attendance, particularly among disadvantaged pupils • qualitative data from student voice, student and parent surveys and teacher observations

Raise attainment of maths for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Raise and address parental support	Sustained high levels of engagement from 2024/25 demonstrated by: • data from parents evening attendance • increase in parent surveys • other sources of evidence such as homework engagement, reading diaries and parent surveys

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: £46,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every child receives teaching which is good and frequently outstanding in every classroom/every day.	EEF research shows teaching delivered through mastery learning (+5 months), feedback (+6 months) Improving teaching 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: - Lesson observations and learning walks focus on feedback to improve. - Regular book moderations including looking at learning journals. - 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 is Maths. - Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching. - Accelerated Reading programme: subscription and training for all staff re diagnostic use of accelerated reader. - myON subscription- ensuring children have access to a range of read-	1, 2, 4

	ing materials and teaching to use for the support of reading. - Further assessment training and opportunities for CPD. - Lead teacher and TA to monitor and support PP provision. - Documentation to help view child as individual. - CPOMS provision to ensure vulnerable children are monitored and identified. - Pupil Progress Meetings, close monitoring of interventions and regular re-view- link to document 'child as individual' which is creating more tailored intervention for individual needs rather than grouping. This is extremely vital due to widening gaps that have arisen from issues brought by COVID-19.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,768

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) This will be very important this year and moving forwards as there will be children who have widened gaps due to COVID-19. This is also due to ongoing attendance issues related to COVID infections and isolating periods. 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. Some children made significant gains in	1, 2, 4

	core basic English and Maths in previous years where there was no disruption to school timetable. We have also invested in SHINE intervention which identifies gaps in learning and tailors the intervention plans for those needs.	
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) We have seen an overall worsening of results this academic year. There has been the added challenge due to COVID-19 supporting our vulnerable pupils emotionally and academically through restrictions, lockdowns and partial school closures. As a result, mastery will be embedded across the school, to ensure we meet this aim. This will be achieved using the following: - Programmes need to be followed consistently to enable the best outcomes. - Regular observations of whole class teaching and interventions alongside SLT to ensure high standards are being met/delivered. - Whole school approach to Talk 4 Writing with training to all staff given. - Termly teacher report on each PP child to identify support in place and further support needed. - Improved monitoring of PP children in attainment. - PPM meetings- half termly. - PPA- weekly discussions. - Booster sessions related to the child's individual need. - Continuation of RWI spellings programme. - Intervention- tailored groups considering the needs and gaps in learning. - Continuation of marking policy with high emphasis on feedback both verbal and written and use of feedback journals. - Whole school approach for Talk 4	1, 2, 4

	Writing including training and joint planning for implementation. - Whole school approach using maths planning and SHINE interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,814

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. We will follow procedures of previous year and extend to include KS1. Through work from PP co-ordinator and staff, steps have been taken to get to know our PP children more individually and draw out any needs they may have both academically but also socially/emotionally. This is particularly vital this year due to missed opportunities from COVID-19. We have funded music lessons for a number of our children as well as external clubs. We will be providing more extra-curricular clubs particularly outdoors including forest schools.	2, 3, 4
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 has become a vital factor due to COVID-19 impact and therefore more focus/resources will be used on this area	1, 2, 3

	of need. Many children will not have had many or very limited social contact over the past year and this may continue for some. 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.	
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 digital literacy on a daily basis. We have supplied working laptops for some families to use at home. We will continue to use Doodle Apps to help support and raise the attainment of English and Maths through ICT. Use of DCPro to help track and monitor pupil progress. Use of CPOMS to help monitor pupil needs.	2, 3
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. Due to COVID-19 we have increased our contact and would like this to continue. This will be done through the following: - Pupils' who are eligible, will receive PP funding as soon as possible.	2, 3

	- Develop an open door policy with PP parents. - Parent questionnaires. - Telephone calls to home. - Regular contact via parent mail. - 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. - Close monitoring of families through contact and CPOMS to ensure any issues/trends that arise are supported. - Financial support for parents through uniform, Fareshare, funded trips and residentials will not create any undue stress.	
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Total budgeted cost: £ 85,700

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.

Our internal assessments during 2020/21 showed that, as a whole, our children performed lower than in previous years. The reasons for this point primarily to Covid-19 impact, which disrupted all areas of the curriculum. Therefore, the aims of our previous strategy were not fully attained. Our disadvantaged children in particular performed increasingly lower than our other children. This has been evidenced in schools across the country where school closures had the greatest impact on the most disadvantaged children. It also meant that due to school closures and national restrictions, they were not able to benefit from our individualised support through direct teaching and tailored interventions. The impact was alleviated by our determination to deliver a high quality curriculum, including providing a plethora of online support. During closures, we also maintained regular contact with our families to make sure they were well supported both academically and emotionally.

Our assessments, observations and discussions with pupils and families showed that behaviour, wellbeing and mental health were severely impacted last year, mostly due to Covid-19 issues. The impact was increasingly hard on our disadvantaged pupils. We used funding to help provide wellbeing support for these children and additional interventions where required. As detailed in this plan, wellbeing remains our main concern and this will continue to be a built upon approach.

Attendance has been severely impacted due to Covid-19. This is apparent for all pupils in comparison to previous years. However, absence for disadvantaged pupils was 7% higher than their peers when all pupils were expected to be in school. Due to a rise in Covid-19 infections and isolation periods, we are still observing lower attendance levels, which is why attendance and individualised support on return remains one of priorities of our current plan.

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
Doodle learning	EZ Education Limited
Accelerated Reader	Renaissance
myON	Renaissance
Shine targeted interventions	Hodder Education
CPOMS	CPOMS Systems 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.

As stated at the beginning of this report, our main priority is to ensure that our children and families feel happy and are supported emotionally to help overcome the challenges that Covid-19 impact has created.