



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	326
Proportion (%) of pupil premium eligible pupils	19%
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	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs Alison Hawkins, Acting Headteacher
Pupil premium lead	Mrs Karen Sims
Governor / Trustee lead	Mrs Helen Singleton, Chair of Governors and lead for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,970
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	£90,970

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!** We believe this is important for ALL children.

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 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: Factors arising from 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
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 expected age-related level or 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 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 residentials. 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.
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 enable them to be ready to learn in the classroom. Barriers to learning for our most vulnerable learners will be removed. External support sought promptly when required. Internal support is put in place to ensure children are supported and reviewed regularly.

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: £32,474

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 is Maths. Priority training also to be	1, 2, 3, 4

	given in T4W/RWI for any new staff and refreshers for current staff. - Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching. This will include a substantial purchase 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. - myON subscription- ensuring children have access to a range of reading 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. - 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 sent weekly to SLT & PP coordinator to be monitored which will ensure high standards and expectations are set and maintained.	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,140

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 have also invested in SHINE intervention which identifies gaps in learning and tailors the intervention plans for those needs. We have also invested in Number Sense intervention to ensure children's number facts are secure and fluent which will further support progress.	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. - 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 and support given. - PPM meetings- half termly. - PPA- weekly discussions. - Booster sessions related to the child's individual need. - Continuation of RWI spellings programme and training given to any new staff.	1, 2, 3, 4

	- Continuation of marking policy with high emphasis on feedback both verbal and written and use of feedback journals. - Whole school approach for Talk 4 Writing including training and joint planning for implementation. - Whole school approach using maths planning and SHINE interventions. This will now include additional interventions involving Number Sense Maths. - Regular observations of whole class teaching and interventions alongside SLT to ensure high standards are being met/delivered.	
--	---	--

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

Budgeted cost: £22,356

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. We will be providing more extra-curricular clubs particularly outdoors including forest	3, 4, 5, 6

	schools. We will provide music lessons, instruments and resources to help children thrive.	
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.	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 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. CPOMS provision to ensure vulnerable children are monitored and identified.	1, 2, 3, 4
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	4, 5, 6

	more aware of the teaching and learning within school. Staff have been aware of the impact to well-being for parents due to COVID-19 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. - 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, funded trips and residentials will not create any undue stress.	
--	--	--

Total budgeted cost: £ 90,970

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 2021/22 showed that, as a whole, our children performed lower than expected. Our disadvantaged children in particular performed increasingly lower than our other children. We had 65% of our Pupil Premium children making expected or accelerated progress in maths. Our disadvantaged pupils were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This impact will be mitigated by our resolution to maintain a high quality teaching and learning environment with the introduction of Number Sense Interventions, new RWI decodable reading materials, increased staff training and monitoring of progress and ensuring there are high aspirations for all children.

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 early signs of success.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly 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 that approach with the activities detailed in this plan. SEMH strategies continue to be in place 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! Music tuition has also been provided free of charge to those who need it and we have seen many of our PP children making excellent progress within these lessons.

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
Number Sense Maths	Number Sense Maths Limited
RWI Book bag reading Books	RWInc

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.