



Pupil premium strategy statement 2022-23



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	Stanford in the Vale CE Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Amanda Willis
Pupil premium lead	Amanda Willis Laura Jamison
Governor / Trustee lead	Claire Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,495.00
Recovery premium funding allocation this academic year	£ 3,335.50
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	£ 35,830.50

Part A: Pupil premium strategy plan

Statement of intent

At Stanford in the Vale CE Primary, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

We strongly believe that the skills required to overcome barriers and achieve success is not about where you come from, but instead, about developing the necessary knowledge and values required to make progress. We strive to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and aim to raise expectations of what they can achieve

At Stanford in the Vale we intend to support and enable all disadvantaged pupils, whether or not their circumstances meet the criteria for PP funding.

Our disadvantaged pupils face specific barriers to reaching their full potential. At Stanford in the Vale, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied progressive curriculum. High Quality Inclusive Teaching is at the heart of our approach.

Challenges

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

Challenge number	Detail of challenge
1	The number of pupils eligible for PP and also on the SEND Register, resulting in lower attainment than non PP in Reading, Writing and Maths.
2	Several children eligible for PP have significant Social Emotional and Behavioural Needs.
3	Lower attendance and lateness for some children. Further encourage parental engagement and collaboration with school - for some PP children
4	Access to school meals, Breakfast Club and After School Club, extra-curricular activities and educational experiences for some pupils eligible for PP and/or disadvantaged.

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
Challenge Number 1	
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2022 and 2023 data will show that 95 - 100% of disadvantaged children have made at least expected progress from the previous summer.</p> <p>End of summer data will also show that 10 - 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
Challenge Number 2	
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>HSCLW, ELSA, Inclusion Manager and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to work with HSCLW, ELSA, Inclusion Manager and Play Therapy sessions with specialist.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>

Challenge Number 3	
All disadvantaged pupils will meet national expectations for attendance.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils. Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.
Challenge Number 4	
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	SITV curriculum will provide pupils with exciting, varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits and experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing trips out, days and events which excite and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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: £ 1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in Reading to help develop a First Quality Inclusive Teaching Approach.	Children who become confident readers, are more likely to develop a range of strategies to help them read with understanding.	1
Training in Maths to help develop a mastery approach, use of scaffolding and manipulatives.	Children who become confident and positive mathematicians are more likely to succeed in school and later life.	1

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

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention work on writing, comprehension, maths, phonics & daily reading; EHCP Funding for PP children <i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i>	Intervention data collected at the end of each term shows the impact of small group interventions. Impact is usually qualitative as well as quantitative - small group approach can help the children to feel more secure and this impacts confidence and promotes good behaviours for learning (as shown in the QCA 5 strand)	1

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

Budgeted cost: £19,830.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of partnership HSCLW to help develop emotional needs.</p> <p><i>(to provide immediate pastoral response to emotional/vulnerable needs)</i></p>	<p>HSCLW is able to provide immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg CAMHS) in need of vital support for mental health and well-being issues.</p> <p>Children in need of pastoral and emotional support will be receiving help as soon as possible.</p> <p>HSCLW will help children to recognise/identify and begin to manage emotional issues.</p>	2
<p>Emotional Literacy Support (ELSA)</p> <p><i>(to develop the skills to understand and develop emotional literacy and intelligence)</i></p>	<p>Specialist training helps to support children with significant emotional needs to develop the skills to identify and communicate their emotional needs.</p> <p>Children are more able to develop the skills to manage their emotional needs and sustain positive mental health with specialist support.</p>	2
<p>Play Therapy 1:1 support for children who have suffered trauma, or coping with difficult circumstances</p> <p><i>(to provide tailored support, therapy and strategies to cope)</i></p>	<p>Play Therapist is able to provide more immediate, skilled, therapeutic support for children and their families.</p> <p>Children become more able to share, describe and explain their feelings and develop strategies to cope.</p>	2
<p>Trips, Swimming and Residentials</p> <p><i>(to improve opportunities for all - enable all to attend school trips)</i></p>	<p>Children are able to access/attend extra-curricular activities in the same way as their peers - provides a sense of belonging and supports the development of wider knowledge.</p>	3 and 4

<p>Allowing access to the wider curriculum and outside interests</p> <p><i>(to allow children similar opportunities and experiences as others)</i></p>	<p>Children will be able to access/attend activities/events outside of school in the same way as their peers.</p>	4
<p>Use of Breakfast Club or After School Club</p> <p><i>(to support families so that children attend school and are cared for)</i></p>	<p>Offers support to parents whose work schedules make it hard to drop off or pick up at normal school times.</p> <p>Children will be cared for in school and be able to access themed craft activities.</p> <p>Children will have a good breakfast before/snack after school.</p> <p>The above help the children to feel ready to learn and engage in the school day.</p>	3 and 4
<p>Improve attendance of children so that they are in school accessing the curriculum</p> <p><i>(to support children & families in attending school. To improve our tracking and follow up)</i></p>	<p>First response calls will be happening daily and promptly.</p> <p>Attendance figures will be closely monitored.</p> <p>Any correlations eg ch with PP funding and low attendance will be identified and addressed.</p>	3

Total budgeted cost: £35,830.50

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.

Action	Target Pupil Group	NC Year	Cost £	Staff Lead	Intended Pupil Outcomes	Evidence of Impact
<p>Interventions/ support to Catch up</p> <p>Teacher to support children (target group) for one day per week (Sept - Nov)</p> <p><i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i></p>	FSM	Y2	£2,275.00	LB AW LJ	<p><u>Pupil Outcome:</u> To fill the gaps in learning/development of basic skills for PP children and others.</p> <p>To support children to be able sustain attention, develop concentration and feel motivated to learn following extended periods of lockdown in Y1.</p>	<p>NB. This data information remains the same as this support ended in Nov 2021</p> <p>Working with 3 x Y2 PP children.</p> <p>Year 2 data shows all three children have made progress in Reading, Writing and Maths.</p> <p>The smaller group work has also led to increased self-esteem and has helped to develop good behaviours for learning.</p>
<p>Use of partnership HSCLW to help develop emotional needs.</p> <p><i>(to provide immediate pastoral response to emotional/vulnerable needs)</i></p>	FSM	Y1-6	£6549.00	SC AW LJ	<p>HSCLW will be able to provide immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg PCAMHS) in need of vital support for mental health and well-being issues.</p> <p><u>Pupil Outcome:</u> Children in need of pastoral and emotional support will be receiving help as soon as possible.</p> <p>HSCLW will help children to recognise/identify and begin to manage emotional issues.</p> <p><u>Pupil Outcome:</u> Children will be managing their emotions well and developing a more positive approach to mental health.</p>	<p><u>Summer Term 2022</u> Supported 6 individual PP pupils weekly and supported 4 others eligible for PP regularly.</p> <p>The children are more able to communicate, express and manage their feelings. Positive feedback from the children themselves and their families. HSCLW attends, TAFs, CIN, review meetings and gathers the 'child's voice' prior to these meetings so that their views are heard.</p> <p><u>Summer 2022 attainment data</u></p> <p>Reading 6/10 are below ARE; 4/10 are AT ARE; 0/10 are above ARE</p> <p>Writing 7/10 are below ARE; 3/10 are AT ARE; 0/10 are above ARE</p> <p>Maths 6/10 are below ARE; 4/10 are AT ARE; 0/10 are above ARE</p> <p>ARE = Age Related expectations.</p>
<p>Emotional Literacy Support (ELSA)</p> <p>Training a new member of staff</p> <p><i>(to develop the skills to understand and develop emotional literacy and intelligence)</i></p>	FSM	Y3-6	£1,970.00	JB AW LJ	<p>Specialist training will help to support children with significant emotional needs to develop the skills to identify and communicate their emotional needs.</p> <p><u>Pupil Outcome:</u> Children will develop the skills to manage their emotional needs and sustain positive mental health</p>	<p>Member of staff has been fully trained.</p>

Trips, Swimming and Residential (to improve opportunities for all - enable all to attend school trips)	FSM Forces	F-Y6	£1560.00	AW KK	Pupil Outcome: Children will be able to access/attend extra-curricular activities in the same way as their peers.	Children receive financial support with swimming, school trips, residentials, workshops, visitors to school etc (when not in lockdown)
Small group intervention work on writing, comprehension, maths, phonics & daily reading; EHCP Funding for PP child. (to provide focused support for writing, comprehension, maths, phonics & reading)	FSM Forces	F-Y6	£15,000	AW LJ CTs TAs	Pupil Outcome: Reading - Children will become more confident to discuss texts and answering questions about them. (Year 6 has a focus on interpreting and understanding SATS questions and children are encouraged to apply their knowledge independently - when not in lockdown). Pupil Outcome: Writing - Children will approach writing tasks with more confidence. They will show more understanding of what is expected from them and how to achieve the objective. Pupil Outcome: Maths - Children are more confident using, understanding and applying the maths curriculum. Pupil Outcome: Spelling/Phonics - Children will be more able to use their phonological knowledge to make plausible attempts at spelling. Pupil Outcome: Children will pass the Phonics Screening Check (when not in lockdown). EHCP first 15 hours for 1 x PP children.	Monthly TA meetings provide the opportunity to share good practice, adapt and refine how interventions are delivered. Discussions in the meetings also help to evaluate the qualitative impact of the interventions. Pre-teaching, recapping, repetition and consolidation approaches are used as well as interventions that follow published schemes eg Power of 1/Power of 2 (Maths), Code, Totem and Talisman (Reading). <u>Summer 2022 attainment data</u> 16/28 PP children in small group interventions for reading and/or writing and/or maths. Reading 14/16 are below ARE; 2/16 are AT ARE; 0/16 are above ARE Writing 14/16 are below ARE; 2/16 are AT ARE; 0/16 are above ARE Maths 9/16 are below ARE; 7/16 are AT ARE; 0/16 are above ARE ARE = Age Related expectations.
Allowing access to the wider curriculum and outside interests (to allow children the same opportunities and experiences as others)	FSM Forces	F-Y6	£1,000	Aw KK LJ	Pupil Outcome: Children will be able to access/attend activities/events outside of school in the same way as their peers.	Financial support for activities outside school
Use of Breakfast Club or After School Club (to support families so that children attend school and are cared for)	FSM Forces	F-Y6	£1,000	EP KK AW LJ	Offers support to parents whose work schedules make it hard to drop off or pick up at normal school times. Pupil Outcome: Children will be cared for in school and be able to access themed craft activities. Pupil Outcome: Children will have a good breakfast before/snack after school.	FSM families have used this facility.

<p>Improve attendance of children so that they are in school accessing the curriculum (to support children & families in attending school. To improve our tracking and follow up)</p>	FSM	F-Y6	£1,120.00	EP KK AW LJ	<p>First response calls will be happening daily and promptly.</p> <p>Attendance figs will be closely monitored.</p> <p>Any correlations eg ch with PP funding and low attendance will be identified and addressed.</p> <p>Pupil Outcome: Children will have an attendance rate in line with Government requirements.</p>	<p>School have continued to support families with attendance issues by offering BC/ASC where needed; collecting children from their homes; calling official meetings to discuss how to overcome factors affecting punctuality and attendance.</p> <p>Following the issue of an Attendance Contract, school have referred one PP family to the Learning Engagement Team.</p> <p>School have also supported families with covid to help get their children into school.</p> <p>Absence Figures (2021 - 2022)</p> <p>FSM = 10.4% Non FSM = 5.7%</p>
Total			£30,474.00			

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
Play Therapy	Clear Sky
ELSA	