

# Pupil premium example statement (primary)

## [pupil premium effectively.](#)

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

### **Referring to evidence**

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

### **Funding allocation and pupil eligibility figures**

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

# 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	Staynor Hall Primary Academy
Number of pupils in school	234 (R-Y6)
Proportion (%) of pupil premium eligible pupils	15% (35)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alex Winter Headteacher
Pupil premium lead	Alex Winter Headteacher
Governor / Trustee lead	John Tweedlie Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,040.00
Recovery premium funding allocation this academic year	£4,060.00
Tutoring funding allocation this academic year	£3,402.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,315.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,817.00

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention that all stakeholders have high aspirations for all children. We will plan and use resources effectively to ensure children are given the best opportunities to thrive and learn in a nurturing environment.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

### Challenges

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

Challenge number	Detail of challenge
1.	Low attendance rates having a significant impact on lost learning and engagement
2.	Lockdown has resulted in PP children displaying low self-esteem, poor resilience and low aspirations meaning lower engagement when in class and the possibility of not meeting potential
3.	Children start school with lower than expected speech and language levels impacting on communication and language development.
4.	Implications of covid, which have further reduced parent's financial capacity, has resulted in limited cultural capital for PP 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
Attendance tracking	<p><b>An increase in children attending school with the aim of it being above 97%</b></p> <p>The strategic lead for attendance robustly tracks and monitors all children taking a graduated response to managing poor attendance:</p> <ul style="list-style-type: none"><li>• Attendance above 97% celebrated termly</li></ul>

	<ul style="list-style-type: none"> <li>• Class teacher monitoring between 90-95%</li> <li>• Two consecutive staged letters for attendance below 90%</li> <li>• Attendance plan and meeting with school strategic lead</li> <li>• Attendance panel meeting with attendance lead for the Trust</li> </ul> <p>Well being lead to support with strategies to make it pupil centred and engaging.</p>
Low self esteem, poor resilience and low aspirations	<p><b>Increase in outcomes for children as a result of improved self esteem, resilience and aspirations</b></p> <p>Internal referral system allows the wellbeing lead to carefully track and monitor all children, ensuring a graduated response from class teacher and phase leads.</p> <ul style="list-style-type: none"> <li>• Well planned and managed intervention timetable</li> <li>• vulnerable children to access high quality sessions with well being lead</li> <li>• Impact data from well lead to evidence intervention work</li> <li>• All children can access the HUB weekly</li> </ul>
The quality of spoken language	<p><b>Outcomes for Communication and language level increase impacting on improvements in reading and writing</b></p> <ul style="list-style-type: none"> <li>• High quality first teaching using a validated synthetic systematic phonics approach</li> <li>• Early referrals to SALT from SENDco based on baseline and data collections as well as formative assessment</li> <li>• SALT interventions from in school staff based on SALT resources</li> <li>• Additional in school S&amp;L interventions</li> </ul>
Increase in cultural capital opportunities	<p>All children will take part in all trips.</p> <p>All children will have a PE kit, swimming kit or other school equipment.</p>

## 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: **£31,178**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	3
Pupil Support Team (consisting of wellbeing lead and the SENCo) are fully trained and up to date with safeguarding, specific intervention delivery and strategies to support less experienced staff.	Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.  Boxall is used to identify need and target specific interventions required which the well being lead has strategic oversight.	1, 2, 3
Dedicated pupil support team time (Headteacher, Deputy head, SENDco and Wellbeing lead) to monitor interventions	Monitoring ensures triangulation between classroom practice, data and interventions so support is targeted correctly and effectively.	1, 2, 3

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

Budgeted cost: **£11,805**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Shine intervention package to target support for PP	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is	1, 2, 3

children in reading and maths.	most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Shine provides a diagnosis following the tests and delivers a specific intervention As suggested in the EEF the staff will have time with teachers so that they are well supported and trained in the delivery of the interventions which is likely to increase impact.	
CPD for delivering keep up sessions for Little Wandle phonics programme	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). All staff will undertake the expensive training programme with means they are highly skilled and therefore the level of support is likely to increase the overall impact	1,2,3
1:1 reading and small reading groups for lowest readers.	Regular reading practice develops fluency and comprehension for children who need additional support	1, 2, 3
Dedicated teaching assistant time to lead speech and language interventions.	Using the SALT resources time is allocated to ensure children receive additional practise to secure correct pronunciation or sounds and words	1, 2, 3
Dedicated additional teaching time focusing on mastering number (NCETM programme)	Secure firm foundations to ensure children have a number sense and fluency in calculations as well as confidence and flexibility with number	1, 2, 3

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

Budgeted cost: £15,834

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and	Children need to access the full curriculum in order to make the best progress.  EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year	1

<p>notices. Monitor attendance of disadvantaged pupils as a group</p>	<p>compared to almost 90% where the average is less than 8 days.</p> <p>Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.</p>	
<p>Weekly WEB team meetings to address and review caseload and develop strategies for children who are referred through triangulation involving classroom practice and data.</p> <p>Interventions are timetabled for a set period of time. Pre and post intervention assessments are made so impact can be measured.</p> <p>Support is provided for teachers by wellbeing lead for supporting larger cohort issues or how to adjust teaching strategies for children.</p> <p>Weekly circle time linked to the PSHCE curriculum, restorative circles and morning check ins support this</p>	<p>The school strategically monitors the impact of this through a triangulation meeting involving the headteacher, SENCO, attendance lead and wellbeing lead.</p> <p>Wellbeing support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who look out for them and they can talk to. Giving children additional support with bespoke interventions gives them a sense of being understood and in turn increased motivation to be in school and be ready to learn.</p>	1, 2
<p>Children are able to attend after school activities and visits paid for by the grant.</p>	<p>Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	4

**Total budgeted cost: £58,817**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- When school reopened for all pupils in September 2020 after COVID restrictions led to school closure in the Spring and Summer terms 2020, we provided a full time, non teaching TA who specialised in supporting pupils and their families to help them to readjust to the return to school. She did this through nurture group sessions, emotional and social interventions and modelling good quality PSHCE lessons.
- We supported families by attending multi-agency meetings, providing emotional support and applying for free school meals.
- When schools closed again in January 2021, previous work continued through weekly welfare phone calls to families, delivering chromebooks to vulnerable pupils as well as food hampers. This also included doorstep visits to check on the welfare of pupils from particularly vulnerable families.
- Teachers taught lessons live on Google Meet everyday providing the opportunity to check in with pupils face to face before delivering lessons live to pupils. Where children were not accessing home learning or were assessed as vulnerable, we provided places for the children in school. We then gave these children additional support when in school, both with their learning and in managing their emotions around the changes occurring in school at the time.
- Where families had difficulties with technology, personalised paper packs of learning resources were provided and delivered. Where children had specific SEN needs, teachers created personalised learning programs to meet their needs.
- Welfare of the children was closely monitored through a school recording system which detailed interaction and engagement as well as details of support provided.
- On the return to school of all pupils from March 2021, we closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged pupil's group, and then followed up and supported families to improve attendance, including home visits to collect children. This led to improved relationships with families.
- Disadvantaged pupils were targeted to receive extra catch-up support in Reading, Writing and Maths following the schools Catch-Plan.
- 1:1 and small group catch up has enabled PPG pupils to reaffirm their confidence and stamina for Phonics, Reading and Writing.
- Training for staff has enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children.
- We worked with the Salvation Army to provide Christmas presents for vulnerable children