

# Standlake 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	Standlake Primary
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	17.8% (23 pupils) <i>2 Nursery, 1 Reception, 20 Year 1-6</i>
Academic year/years that our current pupil premium strategy plan covers	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Denham
Pupil Premium lead	Andrew Denham/ Stacey Conroy
Governor / Trustee lead	Karen Armeanu

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£20,775</b> <i>(PPG £24,865 in 2021-22)</i> <i>(Tutoring: £1,771 in 2021-22)</i>
Recovery premium funding allocation this academic year	<b>£2,465</b> <i>(£2,465 in 2021-22)</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	<b>£20,775</b> <i>(£29,101 in 2021-22)</i>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our objective at Standlake Primary School is to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed 'school' and 'national' expected rates of progress
- To support our children's Social, Emotional and Mental health to enable them to access learning at an appropriate level

We aim to do this through:

- To ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils
- To ensure there is appropriate provision that supports their social, emotional and mental health needs
- To provide pastoral support for pupils and parents, identified by school as vulnerable or in need.
- To increase attendance at school
- To facilitate and enable pupils to access a wide range of enrichment experiences both in and out of school
- To monitoring PPG, SEND and Vulnerable groups using academic assessment (3x/year), CLESS (Conduct, Learning, Emotional, Social and Sensory Needs) Assessments, Challenges to Learning Questionnaires, with accountability through Pupil Progress Meetings (3x/Year)

The range of provision made available to this group:

- ✓ Reduced class sizes in KS2 to improve opportunities for effective teaching and accelerating progress
- ✓ Teaching Assistant support in classrooms with a focus on supporting and scaffolding the learning of pupils
- ✓ Targeted reading recovery programme to move children to ARE in reading
- ✓ Social, Emotional and Mental Health support by training a TA to become an ELSA
- ✓ Enhanced focus on vocabulary and language development across the school
- ✓ Targeted language interventions in EYFS and Key Stage 1
- ✓ CPD for teachers in understanding learning and cognition needs and strategies to support them
- ✓ Supporting pupils accessing *cultural capital* experiences and developing character, including our 50 Things To Do programme, after school clubs, trips and residential
- ✓ Supporting payments for breakfast club and after school clubs
- ✓

## Challenges

The following challenges were identified through our **Standlake School Challenges to Learning Questionnaires** completed by teachers for individual pupils. This has provided us with helpful evidence with which to identify what barriers to learning that we need to focus on:

Challenge number	Detail of challenge
1	A high proportion (48% equal to 11/23 pupils) are below ARE in two or more of the core subjects (reading, writing and maths) so find it much harder to access a wide range of curriculum areas
2	A significant proportion (35% equal to 8/23 pupils) have poor reading skills and are below Age Related Expectations (ARE) so find it much harder to access a wide range of curriculum areas
3	A high proportion (52% equal to 12/23 pupils) <i>may</i> miss out on a wide range or cultural capital experiences, including extra-curricular activities, that may be a limiting factor in their personal development
4	A high proportion (65% equal to 16/23 pupils) have limiting language and communication skills, particularly knowledge, vocabulary, comprehension, expression so find it harder to engage in speaking & listening, reading and writing activities and learning
5	A high proportion (56% equal to 13/23) have difficulties with emotional regulation and resilience so find it harder to manage themselves effectively in their work and play
6	A small proportion (60% equal to 14/23 pupils) have lower attendance than the majority of pupils so miss out on important teaching and learning
7	A significant proportion (30% equal to 7/23 pupils) have Special Educational Needs with limiting cognitive skills, particularly working memory, processing, organisations and problem solving so find it harder to focus and concentrate during teaching and learning activities

## Intended Outcomes

*This explains the outcomes we are aiming for to address the challenges identified*

Challenge Number	Intended outcome	Success criteria
1.	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> <li>A 10-20% increase in pupils being at ARE in at least R, W &amp;/or M</li> </ul>
2.	To increase the number of pupils at Age Related Expectations (ARE) in reading so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>A 20-30% increase in pupils being at ARE in Reading</li> </ul>
3.	All pupils to be given the opportunity to take part in a wide range of cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> <li>To provide pupils with direct experiences to expand their horizons, including out 50 Things to Do programme, educational visits and visitors into school contribute to pupils' learning and improves culture capital</li> <li>All pupils accessing and taking part on whole school '<i>cultural capital</i>' events and trips</li> <li>A large majority (70%+) pupils taking part in at least one extra-curricular activity (out of school hours) during the year</li> </ul>
4.	To improve the pupil's language and communication skills, particularly knowledge, vocabulary, comprehension and expression so that they can participate in and have greater success in speaking & listening, reading and writing activities and learning	<ul style="list-style-type: none"> <li>A large majority (70%+) to achieve Communication and Language at the end of EYFS</li> <li>Children's listening, vocabulary and narrative skills are improved, narrowing the gap with peers</li> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs) in Reading and Writing, with evidence of improvement in knowledge, vocabulary, comprehension and expression</li> </ul>
5.	To improve pupils' emotional regulation and resilience so that they are able to manage themselves more effectively in their work and play	<ul style="list-style-type: none"> <li>Evidence that teachers are improving their support and provision for children with emotional difficulties</li> <li>Children and their families are provided with pastoral care, guidance and support to raise self-esteem and develop skills of emotional regulation so that they can access learning in the classroom</li> <li>An improvement in the pupil CLESS score from previous years or initial baseline</li> <li>Anecdotal evidence of pupils regulating their emotions more effectively and demonstrating greater resilience</li> </ul>
6.	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils have better attendance than 2020-21</li> </ul>
7.	Teachers have a better knowledge and understanding of supporting pupils with weaker cognitive skills so that the children are able to access and be successful in more of their learning	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils meet their Pupil Profile Targets</li> <li>A large majority (70%+) of pupils make better progress than 2021-21</li> </ul>

## Activity in this Academic Year – 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

**Teaching: Budgeted Cost: £10,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund the continuation of Read Write Inc (Phonics in EYFS &amp; KS1 and Spelling in KS2) across the school:</p> <p style="text-align: center;"><b>£2430</b> (Subscription &amp; Training)</p> <p style="text-align: center;"><b>£1000</b> (Resources)</p> <p style="text-align: center;"><b>£2500</b> (½ day Teacher Lead)</p> <p style="text-align: center;"><b>£2000</b> (TA RWI Interventions@8hrs p/w)</p> <p>See our Approach to Reading Document that outlines how this is delivered.</p>	<ul style="list-style-type: none"> <li>• The EEF says that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</li> <li>• It is crucial that children are taught in preproperate phonics level groupings so that they can have bespoke support and make rapid progress</li> <li>• It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve phonics knowledge and reading comprehension</li> <li>• The EEF says that reading comprehension strategies are high impact on average (+6 months).</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>• Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</li> <li>• For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</li> <li>• Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</li> </ul>	<p>1, 2, 4 &amp; 7</p>
<p>Part fun the introduction of Maths Mastery across the school:</p> <p style="text-align: center;"><b>£600</b> (Subscription)</p> <p style="text-align: center;"><b>£750</b> (Training Cover)</p> <p style="text-align: center;"><b>£1000</b> (Resources)</p>	<ul style="list-style-type: none"> <li>• A guidance report from the Education Endowment Foundation was published in November 2017. It endorses many of the components of teaching for mastery.</li> <li>• Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into ‘prior attainment’ groupings. This narrows the gap between the ‘less able’ and ‘more able’</li> </ul>	

### Targeted academic support: Budgeted cost: **£4,796**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring of pupils after school for 30 minutes to provide 'post-teaching' feedback (from that day's lessons) and 'pre-teaching' preparation (for the following day) &amp; a Homework Club for targeted pupils</p> <p><b>£1,771</b> (Teacher Hours: £18)</p>	<ul style="list-style-type: none"> <li>• EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>• Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</li> </ul>	1, 2, 4 & 7
<p>Part funding of Teaching Assistant support to help deliver Priority 5 interventions in the classroom</p> <p><b>£2,925</b> (5 x TA's doing 1.5 hrs p/w)</p>	<ul style="list-style-type: none"> <li>• EEF research shows that well trained TAs, delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</li> <li>• Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</li> </ul>	1, 2, 4 & 7

### Wider strategies: Budgeted cost: **£5,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund our ELSA with associated training and supervision to provide emotional support in and out of class.</p> <p><b>£2,340 Teaching</b> (1 x 1 TA doing 6hrs p/w) <b>£200</b> (training) <b>£500</b> (resources)</p>	<ul style="list-style-type: none"> <li>• Children learn better and are happier in school if their emotional needs are also addressed. A Teaching Assistant will develop and deliver individualised support programmes to meet the emotional needs of children</li> <li>• The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year.</li> <li>• Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> <li>• Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</li> </ul>	5
<p>Maintain increase in SENCO time so we have the equivalent of 1 day a week</p> <p><b>£1,500</b></p>	<ul style="list-style-type: none"> <li>• Provide additional support to teachers so that they can have improve on 'inclusivity' in the classroom by advising on supporting cognitive skills, particularly working memory, processing, organisations and problem solving so find it harder to focus and concentrate during teaching and learning activities</li> <li>• Address challenges to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's needs and progress. Early Help Assessments and TAF meetings</li> </ul>	1, 2, 4 & 7
<p>To supporting pupils accessing <i>cultural capital</i> experiences and developing character, including our 50 Things To Do programme, after school clubs, trips and residentials</p> <p><b>£1,000</b></p>	<ul style="list-style-type: none"> <li>• Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on'</li> </ul>	3

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year, against the intended success criteria.

Note: 33% (7/21 pupils) have Special Educational Needs

Challenge Number	Intended outcome	Success criteria	Actual Outcomes
1	To increase the number of pupils at ARE in the core subjects of Reading, Writing and Maths so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> <li>A 10-20% increase in pupils being at ARE in at least R, W &amp;/or M</li> </ul>	<ul style="list-style-type: none"> <li>Reading: 52% (11/21) better than expected progress</li> <li>Writing: 47% (10/21) better than expected progress</li> <li>Maths: 29% (6/21) better than expected progress</li> <li>Reading: 15% increase in pupils at ARE</li> <li>Writing: 8% increase in pupils at ARE</li> <li>Maths: 4% increase in pupils at ARE</li> </ul>
2	To increase the number of pupils at Age Related Expectations (ARE) in reading so that they are able access their age-appropriate curriculum more successfully	<ul style="list-style-type: none"> <li>A 20-30% increase in pupils being at ARE in Reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading: 15% increase in pupils at ARE</li> <li>PPG pupils made better progress average than the whole school average</li> </ul>
3	All pupils to be given the opportunity to take part in a wide range of cultural capital experiences, including extra-curricular activities, so that they have greater personal development	<ul style="list-style-type: none"> <li>To provide pupils with direct experiences to expand their horizons, including out 50 Things to Do programme, educational visits &amp; visitors into school contribute to pupils' learning and improves culture capital</li> <li>All pupils accessing and taking part on whole school '<i>cultural capital</i>' events &amp; trips</li> <li>A large majority (70%+) pupils taking part in at least one extra-curricular activity (out of school hours) during the year</li> </ul>	<ul style="list-style-type: none"> <li>All pupils took part in the 50 Things to Do programme of activities during the year</li> <li>All pupils took part in the cultural capital events, including residential, Young Voices, Sports Competitions, Generation Earth Shot, River Walk, Shoe Box Appeal, Singing Performances, Theatre trip</li> <li>All pupils took part in at least one extra-curricular activity out of school hours</li> </ul>
4	To improve the pupil's language and communication skills, particularly knowledge, vocabulary, comprehension and expression so that they can participate in and have greater success in speaking & listening, reading and writing activities and learning	<ul style="list-style-type: none"> <li>A large majority (70%+) to achieve Communication and Language at the end of EYFS</li> <li>Children's listening, vocabulary and narrative skills are improved, narrowing the gap with peers</li> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs) in Reading and Writing, with evidence (physical and anecdotal) of improvement in knowledge, vocabulary, comprehension and expression</li> </ul>	<ul style="list-style-type: none"> <li>100% (3/3) achieved Communication and Language Early Learning Goal at the end of EYFS</li> <li>Anecdotal evidence is that children are improving on their vocabulary and narrative skills</li> <li>See above (Challenge 1) and below (Outcomes Tables)</li> </ul>
5	Teachers have a better knowledge and understanding of supporting pupils with weaker cognitive skills so that the children are able to access and be successful in more of their learning	<ul style="list-style-type: none"> <li>Evidence (physical and anecdotal) that teachers are improving their support and provision for children with cognitive difficulties</li> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> </ul>	<ul style="list-style-type: none"> <li>Staff have had training on Executive Functioning, Developing Independence in Learning and Adaptive Teaching. Observations show that pupils are supported in accessing learning better</li> <li>See above (Challenge 1) and below (Outcomes tables)</li> </ul>
6	To improve pupils' emotional regulation and resilience so that they are able to manage themselves more effectively in their work and play	<ul style="list-style-type: none"> <li>Evidence (physical and anecdotal) that teachers are improving their support and provision for children with emotional difficulties</li> <li>Children and their families are provided with pastoral care, guidance and support to raise self-esteem and develop skills of emotional regulation so that they can access learning in the classroom</li> <li>An improvement in the pupil CLESS score from September baseline</li> <li>Anecdotal evidence of pupils regulating their emotions more effectively and demonstrating greater resilience</li> </ul>	<ul style="list-style-type: none"> <li>Staff had training on Zones of Regulation and Emotional Literacy Support. Support for pupils has improved, evidenced by less incidents of behaviour driven by emotional de-regulation</li> <li>2022 Parent Survey indicated that 97.4% of families agree/strongly agree that the school supports their child's physical, emotional and mental well-being</li> <li>52% of pupils improved on the emotional and social areas of the CLESS Assessment</li> </ul>

7	To increase the attendance percentage of pupils so that they access more teaching and learning	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils have better attendance than 2020-21</li> <li>Parents acknowledge there are strong links between home and school and support is received for a wide range of need</li> </ul>	<ul style="list-style-type: none"> <li>47% of pupils improved on previous year's attendance. COVID/winter bug impacted on others.</li> <li>PPG average attendance dropped from 94.3% (2021) to 93.9% (2022)</li> </ul>
8	An increased in pupils' effort in their work so that they make better progress	<ul style="list-style-type: none"> <li>Anecdotal evidence of pupils making more effort in their work</li> <li>A large majority (70%+) of pupils to make better than expected progress (6+ STEPs or <i>relative</i> to SEND need) in R, W &amp; M</li> </ul>	<ul style="list-style-type: none"> <li>Pupil's effort and resilience improved as the year went on. There was a 'post-COVID hang up' but by the summer term children were generally back on track</li> <li>See above (Challenge 1) and below (Outcomes tables)</li> </ul>
9	Support for SEND pupils is enhanced further so that they access a wide range of curriculum areas even better	<ul style="list-style-type: none"> <li>A large majority (70%+) of pupils meet their Pupil Profile Targets</li> <li>A large majority (70%+) of pupils make better progress than 2020-21</li> </ul>	<ul style="list-style-type: none"> <li>All PPG pupils with SEND met at least 2 out of 3 of their targets, three times a year</li> <li>71% (5/7) better than expected progress in Reading</li> <li>14% (1/7) better than expected progress in Writing</li> <li>42% (3/7) better than expected progress in Maths</li> </ul>

### Pupil Premium Progress and Attainment (Year 1 to 6):

Subject	STEPS (Average)	Summer 2021		Autumn 2021		Spring 2022		Summer 2022	
		ARE/GD	GD	ARE/GD	GD	ARE/GD	GD	ARE/GD	GD
Reading	8.2	44%	0%	38%	10%	41%	12%	53%	12%
Writing	5.9	33%	0%	27%	0%	24%	0%	35%	5%
Maths	6.3	28%	0%	33%	5%	35%	6%	29%	6%
Combined		28%	0%	29%	0%	24%	0%	29%	0%

Note: The expectation is that a child will make 6 STEPs progress in a year.

### Whole School Comparison Progress and Attainment (Year 1-6):

Subject	STEPS (Average)	Summer 2021		Autumn 2021		Spring 2022		Summer 2022	
		ARE/GD	GD	ARE/GD	GD	ARE/GD	GD	ARE/GD	GD
Reading	6.8	80%	30%	72%	32%	82%	36%	82%	22%
Writing	6.2	61%	17%	45%	14%	55%	16%	65%	19%
Maths	6.3	75%	20%	60%	19%	73%	24%	69%	17%
Combined		57%	9%	41%	8%	53%	10%	65%	8%

### Pupil Premium CLESS (Conduct, Learning, Emotional, Social and Sensory) Assessment Progress:

Area	% who improved on score from Autumn 2021 to Summer 2022	Autumn 2021 Average Score	Summer 2022 Average Score
Conduct	62%	31	32
Learning	58%	24	31
Emotional	55%	28	35
Social	53%	31	37
Sensory	65%	31	31

#### Notes:

- The CLESS Assessment was devised in 2010 by Andrew Denham during his time as Head teacher of a SEMH Special School and as the Manager of a local authority SEMH Outreach Team. Each area has 10 questions that the class teacher scores a pupil against e.g. Is prepared to continue when the work becomes difficult? (0 = Never 1 = Rarely 2 = Sometimes 3 = Often 4 = Always)
- It amalgamates questions from a variety of recognised 'SEMH' and 'Sensory' questionnaires into statements that pupils, parents and teachers can easily understand and provide SMART targets for SEND Pupil Profiles, as well as track progress over time. The expectation is that an 'average' pupil would score 30+/40 in each 'area'



