

## 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	Stanhope Primary School
Number of pupils in school	223 including nursery 199 excluding nursery
Proportion (%) of pupil premium eligible pupils	63% 138 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021 July 2022 July 2024
Statement authorised by	Mrs L A Martin and Mr J Hetherington
Pupil premium lead	Mrs L A Martin
Governor / Trustee lead	Mrs H Judd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £186,610 EYPP £2957
Recovery premium funding allocation this academic year	£ 6760 (first instalment)
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	£ 196, 372

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Stanhope Primary School is to provide an outstanding education for every child who attends our school.

The causes and consequences of disadvantaged can be and are varied. Pupil Premium children are not a homogeneous group. But research has highlighted that those pupils who are eligible are more likely to be lower-attaining than other children. Tackling disadvantage at Stanhope Primary School is not only about supporting our low attainers, just as much emphasis and support is placed upon middle and high attainers by looking at individual classes and groups. The Education Endowment Foundation has noted that the consequences of the pandemic will be far more reaching for all children, but particularly those from socially disadvantaged families.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment for our disadvantaged children, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

Our plan sets out a tiered approach and ensures that the achievement and well-being of children from disadvantaged backgrounds continues to be given a high priority on our school. We draw upon guidance from the Education Endowment Foundation (EFF) which promotes a tiered model to improvement that focuses on high quality teaching, targeted academic support and wider strategies to address barriers to learning.

**Tier 1:** There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. Providing high quality teaching for all pupils is the priority of our school. We ensure that every class has a highly effective teacher that is being supported through a continuous professional development process.

**Tier 2:** Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high quality teaching, there should be one to one and small group tuition targeted at those pupils who need it the most. These interventions need to be lined to the content of the daily lessons to support pupils in accessing the curriculum for their cohort.

**Tier 3:** Developing strategies that address the full range of non-academic barriers to success in school attendance, social and emotional support and opportunities for other enrichment experiences.

Stanhope Primary emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard through setting expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice.

Staff focus on providing targeted support for underperforming pupils during curriculum time as well as other targeted support.

School builds a culture that a child can and will 'believe and achieve'. All staff support children by building their confidence, resilience and preserving, even when faced with challenges and disappointment.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter our school with poor oral language skills and communication skills which are exceptionally low on baseline. Children lack the experience and vocabulary required of the current curriculum due to the impact of low incomes and not being able to experience opportunities other children may have.
2	Limited access to enriched life and cultural experiences that restricts understanding of the curriculum, academic attainment and aspirations. Limited engagement with work over lockdown – both with paper packs sent home or the online work planned by the staff. Some children had low levels of motivation to learn, this has impacted on the learning and progress of children.
3	Basic skills, including communication and language, are lower for pupils eligible for PP. This impacts on the progress of reading, writing and mathematics
4	To support the social, emotional and well-being needs identified of the pupils in order for the pupils to feel confident and have a sense of belonging and connectedness before their learning can be effective. Ensure those children affected by Covid and periods of isolation are supported when returning to school and offer support where needed. Initial indications are that all pupils are happy to return to school and both their behaviour and attendance have been good.
5	Home learning environments are not always supportive for children learning away from school. Some parents/carers need support with their literacy and numeracy skills so then they can support their children's learning. Workshops, due to the current restrictions and local enhanced measures were/are unable to go ahead.
6	Many pupils experience difficulties when tackling problem solving in Mathematics. They often have difficulty reading and understanding the problem, they don't know where to start and can often not apply learned strategies to a new context. Often, many children do not show resilience when faced with difficult Maths problems.

## 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
<p>Develop our pupils' language capability to support both their reading and writing. Ensure staff plan activities that extend expressive and receptive vocabulary. Teach writing composition strategies through modelling and supportive practice.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Children interact well with both their peers and adults, they can ask questions and describe what they are doing (Learning Journals and staff observations)</p> <p>Pupils in Year 1 pass the phonic screen (at least 70%)</p> <p>Children in Year 2 -6 talk confidently and use a wide range of vocabulary. They are familiar with new vocabulary and are able to use them in their speech and written work.</p>
<p>Increased opportunities for 'Cultural Capital', curriculum visits/enrichment experiences.</p>	<p>Enrichment opportunities planned across the school, providing a rich breadth of opportunity and experiences and the associated increase in language acquisition and vocabulary development. Pupil voice indicates that these experiences impact favourably on children's attitudes to school, their learning and attendance.</p>
<p>Diminish the disadvantaged gap in communication and language by the end of Reception by improving the skills in Communication and Language, preparing the pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for funding meet or exceed age related expectations.</p>
<p>Provide personalised, targeted pastoral support for identified pupil premium pupils. Supporting their social, emotional and mental well-being in order for them to access curriculum, their learning, and allowing them the opportunity to perform well in all areas of school</p>	<p>Children identified accruing to SEMH needs. Active support using trained school staff and external agencies where appropriate for all identified children. Support will impact favourably on pupil's attendance, attainment and engagement at school.</p>
<p>Support parents and carers so they can help with their children's learning at home, with phonics, reading and any homework linked to learning in school.</p>	<p>Plan and develop phonics and reading based family learning and other support for parents to help and support children with work for home.</p>
<p>Teach pupils strategies for solving problems within mathematics. Support with the reading of the text, highlighting the important information. Teach the pupils a problem solving strategy that can be applied to a variety of problems. Teach pupils to use and compare different approaches to problem solving, show them how to interrogate and use their knowledge to solve problems and use worked examples to enable them to analyse the use of different strategies.</p>	<p>Pupils are confident when completing maths problems and national tests. Pupils at the end of Key Stage 2 and Key Stage 1 perform well. Girls perform as well as boys and disadvantaged perform as well as other children.</p> <p>KS1 Maths: 75%</p> <p>KS2 Maths: 89%</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: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality CPD through in-house training and Local Authority	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils. Areas Literacy Training – Anna Hawkins LA – 9 <sup>th</sup> November EYFS Training – Michelle Dixon – 24 <sup>th</sup> November RWI Training LA Network Meetings	1,2,3,4,6
To ensure quality teaching and learning so that all teaching is at least good with the many being outstanding	Good teachers are especially important for pupils from disadvantaged backgrounds. Evidence from the EEF indicates that 'great teaching' is most important and to ensure that every teacher is supported in delivering high quality teaching	1,2,3,4,6
Additional teacher to support and deliver effective interventions	Additional teacher employed to deliver high quality interventions for identified Reception and Year 1 children	1,2,3,4,5,6
Increased classroom support (teaching assistants)	Increase the support available in class by recruiting additional members of support staff. Staff provide targeted support and intervention to identified children/groups.	1,2,3,4,5,6
Staff training to ensure that staff are trained in and use cognitive and metacognitive practices, particularly in focussed on supporting children in recalling their previous learning	EEF 2022 - high quality teaching is the most important lever to improve outcomes for school. Evidence suggests that a curriculum based on the elements of memory cognition (subject specific strategies or memorisation techniques) and metacognition (monitor or control our cognition) results in high levels of impact with pupils making on average 7 months additional progress.	1,3,6
Continued role of a specialist Social,	Employ a specialist TA to lead Social, Emotional and Wellbeing and support	4,5

Emotional and Well-being Lead	children and parents where appropriate. The specialist lead will use and teach a range of strategies to help children with self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. The lead will also support children to develop resilience and cope with challenging situations	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal 1:1 tutoring in school with a TA or teacher to work with identified children	NFER report shows a 16% increase in outcomes when one to one tuition. 1:1 short tuition sessions for identified children	2,3,6
Small group tuition for targeted children with a TA or teacher	Identified children supported in Reading, Writing, Maths and Phonics	1,2,3,6
Subscriptions for online activities that can be accessed at school and at home	Homework linked to classroom work is more effective for children. In particular, studies that included feedback on homework had higher impacts on learning EEF. Accelerated Reader – Years 2-6 MyOn- Years 2-6 Times Tables Rockstars Years 1-6 Mathletics Purple Mash	1,3,5,6
Effective use of quality resources in school and for use at home which develop a love for reading and the enrichment of Mathematics	Purchase of additional Maths resources Purchase of additional Reading Resources Purchase of Library Reading Material Purchase of specialist Reading Material for PSHE	1,2,3,4,5,6

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Safeguarding Officer	Our Attendance Officer has a very positive impact on increasing engagement and attendance of identified pupils and especially those most adversely affected by periods of partial closure. Research that those pupils who attend school achieve higher levels, connect well with their peers and learn other important life skills.	1,2,3,4
Social and emotional support for identified disadvantaged children and their families especially after lockdown.	Self-awareness, self-regulation, social awareness, relationship skills and responsible decision making are linked to successful learning and support children when facing challenging situations.	1,3,4
The appointment of a Play Leader	Supporting children with positive play techniques over lunch time, supporting children to play well together during unstructured times and therefore children being ready for lessons for the afternoon session.	1,3,4
Appointment of additional Supervisory Assistant	Supporting children over lunch times sessions, encouraging children to eat their meals, use cutlery correctly, help those who may be experiencing difficulties eating and organising games for children	1,4

**Total budgeted cost: £ 196,372**

## 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 children returned to school in September 2020. National school closure resumed 4<sup>th</sup> January 2021 and reopened 8<sup>th</sup> March 2021. Since the reopening of school, school was stable for a while, then there were lots of absences resulting in 'Bubbles' being sent home. This was very disruptive for the school, staff and parents and from a business continuity point of view.

All children in Year 1 – 6 had access to digital technology, those who didn't were delivered work packs regularly by staff. Every Pupil Premium and vulnerable pupil received a laptop from the LA ICT Scheme. Even though parents and families were supported with online learning, many parents were unable to support their children and preferred paper packs instead of the online learning school offered.

Staff delivered high quality remote learning to the majority of pupils. Practitioners provided tasks and challenges for children to complete independently, those children whose engagement was poor or limited were visited again by the Attendance and Safeguarding Officer and the Deputy Head Teacher. In addition to this, all children who did not attend school were called on a weekly basis by their class teacher and supporting TA to check on their well-being.

All families whose children did not attend school were contacted on a weekly basis by school staff. Identified families were visited by the Attendance and Safeguarding Officer and Deputy Head on a weekly basis also. Food parcels were also delivered to many families who were struggling over the lockdown, these parcels were given from the Local Authority Catering Department.

Although Covid has caused distress and disruption this year, the majority of children have still made good progress and Gaps in knowledge were addressed upon their return to school through effective and robust systems that are well embedded across the school such as interventions and high quality teaching.

Every child was happy to return, they enjoyed the routines and were happy to be with their friends (Survey Sept 21)



**KS2 2021****Reading:**

	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	89%	100%	-11%
GD	21%	55%	-34%

**Writing:**

	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	74%	91%	-17%
GD	16%	36%	-20%

**Maths:**

	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	89%	100%	-11%
GD	16%	55%	-39%

**KS1 2021****Reading:**

	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	44 %	33 %	+11%
GD	4 %	17 %	- 13%

**Writing:**

	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	26%	33%	-7%
GD	0 %	0 %	0

<b>Maths:</b>			
	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
ARE	65%	33 %	+32%
GD	9% %	17 %	-8%
<b><u>Reception</u></b>			
At the end of Summer Term 21 only 31% of children achieved a GLD,			
Girls = 40%, Boys = 21%,			
Pupil Premium 24%, of that 16% girls and 100% boys			
<b>Attendance 2020-2021: 95.9%</b>			

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Limited
Read Write Inc	Ruth Miskin
PSHE Jigsaw	Jigsaw PSHE LTD
White Rose Maths	White Rose Maths