

Pupil premium strategy statement 23-24 (year 2)

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	Sept 23 25 = 18.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-25 23-24 (year 2)
Date this statement was first published	November 2022 (year 1)
Date on which it will be reviewed	March 24
Statement authorised by	S Ghattaora
Pupil premium lead	S Ghattaora
Governor / Trustee lead	Sarah Flint (chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year (including National Tutoring Programme)	£5840 (est)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42215

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is for them to progress at a faster rate than their peers so that the gap between them and their peers reduces over time. We want the children at Standhill to have a wider breadth of experiences than they would have accessed without our intervention.

Our pupil Premium strategy plan will incorporate research-based interventions that will increase rates of progress; interventions to improve skills in reading, writing and maths; and opportunities to promote a positive mindset.

Our key principles are to

- ensure all children have the best opportunities to learn through class based Quality First teaching*
- ensure all children have the best opportunities to read, through well taught phonics lessons and reading interventions*
- work with groups of children to improve progress in reading, writing and maths*
- intervene early so that the gaps between vulnerable children and their peers do not get bigger*
- work with individual families to improve attendance*
- support and improve the oracy skills of our PP children*

Challenges

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

Challenge number	Detail of challenge
1	<i>A high percentage of PP families have other barriers e.g EAL, SS involvement, mental health issues, which all impacts on the parental involvement with their children out of school (and their pre-school experiences).</i>
2	<i>Data shows our PP children do not read as well as their peers and fewer PP children pass the PSC than their non-free school meal peers.</i>
3	<i>Evidence from EYFS baseline shows that over the past 3 years there are lower starting points for PP children in the core subjects which impacts upon attainment at the end of both key stages.</i>
4	<i>Although improving, attendance of our PP children is lower than their peers. 27% of our PA children are PP 12% of FSM children are PA.</i>
5	<i>SEN/behavioural need of PP children is greater than their peers.</i>

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>(1) <i>Engagement of PP families in school activities is as good as non-PP families.</i></p>	<ul style="list-style-type: none"> • <i>As many PP children access active learn as their peers</i> • <i>As many PP children access after school clubs as their peers</i> • <i>As many parents of PP children attend parents evenings as their peers.</i> • <i>As many parents of PP children attend school information events as their peers.</i> • <i>As many Year 2 PP children access 'Children's' University' as their peers.</i>
<p>(2) <i>Quality first teaching of phonics and reading is consistent across the school.</i></p> <p><i>More PP children pass the PSC at the end of year 1/2 than the previous year and the gap between PP children and non-PP children will be smaller than previous years.</i></p> <p><i>More PP children attain ARE in reading at the of EYFS and Year 2.</i></p>	<ul style="list-style-type: none"> • <i>All year 1 children who did not pass the test in the summer 23 will access 3 x per week phonics booster group and assessment shows a rapid improvement in the number of phonemes recognised and blended into words when reading.</i> • <i>Children in reception will access additional phonics booster groups as soon as they fall behind their peers, so that the gap is narrowed.</i> • <i>The number of year 1 children will be at least in line with the last national figure of 75%.</i> • <i>More PP children will pass the phonics screening check than previous years and be closer to the national figure of 75%.</i> • <i>Work with the LA ensures teachers are trained to deliver quality first teaching of reading.</i> • <i>The purchase of fully decodable books ensures ALL children read books that match their phonics ability.</i>
<p>(3) <i>Children will receive quality first teaching across the curriculum, throughout the school so that gaps in knowledge are quickly addressed and intervention supports progress.</i></p>	<ul style="list-style-type: none"> • <i>Gap between PP and PP children in the specific areas of reading/writing and maths is smaller than last year.</i> • <i>Gap between PP and non-PP children in the foundation subjects is smaller than last year.</i> • <i>Quality first teaching across the curriculum ensures all children make good progress from their starting points. Where children begin to fall behind, interventions are put in place.</i>

<i>(4) PP children have attendance in line with their non-PP peers.</i>	<ul style="list-style-type: none"> • <i>Intervention by the school (letters and rewards) will result in an improvement in attendance of all children and the gap between PP and non-PP will reduce.</i> • <i>Fewer PP children are PA.</i>
<i>(5) Behaviour of all children is at least good</i>	<ul style="list-style-type: none"> • <i>Data analysis shows that PP children display the same good levels of behaviour as their peers.</i>

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Intervention teacher For bottom 20% phonics	<ol style="list-style-type: none"> 1. Phonics has a positive impact overall (EEF +5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. 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). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	2 and 3
Recruitment of Intervention teacher For split KS 1 maths	<p>Within class attainment grouping (EEF +2 months esp. for maths)</p> <ol style="list-style-type: none"> 1. Within class attainment grouping has a positive impact, on average, of 2 months additional progress. The evidence strength, 	2 and 3

	<p>however, is very limited and there is variation behind this average.</p> <p>2. It is important to carefully consider which content is appropriate for within class attainment grouping. While the impact in maths was positive, studies that measured literacy outcomes found no difference, on average.</p>	
Quality read sessions	<p>Reading comprehension strategies are high impact on average (EEF +6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	2 and 3
Feedback from teachers TA's and peers.	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF =6 months at lost cost.</p> <p>Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p>	2 and 3
High quality daily teaching: the five-a-day' approach	<p>School Planning Guide 2022-23.pdf</p>	3
TA support for FS 2 – small class size small group support	<p>A teaching assistant based in each reception class enables all the interventions listed to be carried out by the same member of staff which helps build consistent relationships within the first year of school. It also enables our FS 2 children to have daily outdoor learning opportunities.</p> <p>Links to within class attainment grouping +2 Teaching assistant interventions +4 Small group tuition +4</p>	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics booster groups</i>	<p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</p> <ul style="list-style-type: none"> • Bottom 20% receive 3 x per week phonics booster group 	2 and 3
<i>1:1 reading intervention</i>		2 and 3
<p><i>Reading</i></p> <ul style="list-style-type: none"> • <i>Comprehension *(active learn TA's)</i> • <i>Literacy volunteer</i> • <i>Switch on reading</i> 	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also <u>metacognition and self-regulation</u>).</p> <ul style="list-style-type: none"> • <i>Lunchtime comprehension groups for children who do not access Active learn at home.</i> • <i>2 x literacy volunteer for 1;1 sessions weekly</i> <p>+6 months</p>	2 and 3

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance rewards</i>	<p>We work hard to improve the attendance of all children, especially those who are FSM. Where attendance is an issue, school will offer an incentive each time attendance improves on the term before, by the awarding of a gift voucher to the families.</p>	4

<p><i>Parental engagement</i></p>	<p>Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children.</p> <ul style="list-style-type: none"> • <i>Reading club encourages all our parents to come in early on a Wednesday and hear their child read/share a book.</i> • <i>Reading Pups go home every night so that adults and children can share a story in the evening.</i> <p>(EEF+ 4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis. (+4 EEF)</p> <ul style="list-style-type: none"> • Termly parent training events e.g reading, phonics, maths, expectation meetings. 	<p>1</p>
<p><i>After school clubs</i></p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <ul style="list-style-type: none"> • <i>Not all PP children have access to enrichment activities, at Standhill every PP child is offered 1 free afterschool club per half term.</i> <p>+1 month</p>	<p>1, 4 and 5</p>

<p><i>Yoga Bursts</i> <i>Yoga days</i></p>	<p>(FFT) Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; E G ELSA work • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning Mindfulness/Yoga bursts. • <i>Children take part in monthly yoga days. 'Yoga Burst'</i> • <i>CDP will enable teachers to 'bursts' of yoga throughout the day as and when needed.</i> <p>+ 4 months</p>	<p>5</p>
<p><i>Self regulation – mindfulness lessons</i></p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p>	<p>5</p>

	<ul style="list-style-type: none"> • <i>Children access a 4 week block of mindfulness lessons each term.</i> +5 months	
<i>Trips</i>	<i>Trips and other enrichment opportunities are 100% funded for free school meal children, so that they get the same experiences as their peers.</i>	1 and 4

Total budgeted cost: £ 45,000

Part B: Review of the academic year 22/23

Outcomes for disadvantaged pupils

<i>Data from 2023 National assessments</i>				
9 children in the cohort	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>All pupils</i>	<i>National All 2023</i>
% Achieving R/W/M	44%	67.6%	64.5%	Notts 56.6%
% At Expected Reading	44%	73.5%	69%	69%
% At Expected Maths	55%	76.5%	71.4%	70%
% At Expected Writing	55%	70.6%	66.7%	60%

The children eligible for Pupil Premium did not perform as well as their peers, especially in reading, children in this group were also either PP and EAL or PP and SEN, therefore these groups will be targeted in the 23-24 SDP. Reading is a focus of the 23/24 SDP

PP made good progress in writing and were nearly in line with national, their attainment was also better than PP 2022.

PP children made good progress in maths and writing.

Foundation stage data

<i>3 children in the cohort</i>	<i>Results 2023.</i>				
	<i>Standhill Pupils eligible for PP</i>	<i>Standhill Pupils not eligible for PP</i>	<i>All pupils</i>	<i>National 2023 (all children)</i>	<i>Nat 23 PP</i>
% At Expected Word Reading	66.6%	76.1%	75.6%	76%	59%
% At Expected Maths	66.6%	78.5%	80%	79%	64%
% At Expected Writing	66.6%	76.1%	71.1%	71%	53%

% attaining GLD	66.6%	71.5%	71.1%	67.3%	51.7%
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The children eligible for Pupil Premium out performed children nationally in reading, writing and Maths, showing that the PP strategy had a positive impact.

Outcomes in GLD were in line with national and above their comparable PP peers.

PHONICS OUTCOMES 2023

Year 1

Attainment is satisfactory at 75% as it is below National at 78.9%

- FSM/PP Cohort of 10 (6) 60% passed which is higher than 2021 and 22, but lower than Notts at 67.8%

YEAR 2

Attainment by the end of year was not as good as previous years with 88.1% of pupils at the end of year 2 passing the screening which was 1% lower than national and the LA. This is not the trend for Standhill but is indicative of the level of need within the 2022/23 cohort.

- 9 resits of which only 44% passed.
- Of the 3 FSM children none of them passed the resit

KS 1 phonics results for PP children at year 1 are showing a 3 year upward trend, Therefore, the actions in this strategy have had a positive impact. Work will continue through the wider strategies on improving attendance and parental engagement.

As the number of PP children passing the PSC is still not as high as their peers work will continue in this area. There will be a great focus on year 2 FSM children to ensure they pass the screening at year 2.

WIDER STRATEGIES

Attendance – actions have had a positive impact because the attendance of our PP children at 91.30 was better than that of PP children nationally at 88.6%.(Now a 2 year rise in attendance of PP children).

Work will continue with our PP families to ensure that attendance continues to improve.

Behaviour – the behaviour of some of our children continues to impact on their learning and that of their peers. The proportion of PP children with additional behavioural needs for the third year, continues to be higher than that of their

peers, therefore we will continue to put wider strategies in place to address this in the next academic year.

Parental engagement – the PP lead continues to find ways to engage all parents through advertising, newsletters and direct contact. This has had a positive impact on the number of PP children n accessing afterschool clubs as 57% of PP children have attended compared to 44% of their peers.