

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the year 2021 to 2024) 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	South Stanley Infant & Nursery School
Number of pupils in school	104 (not inc. Nursery)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	29.12.2021/30.12.2022/ 31.12.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Thompson
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Sarah Golightly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,840
Recovery premium funding allocation this academic year	£7,540
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	£77,380

# Part A: Pupil premium strategy plan

## Statement of intent

At South Stanley Infant & Nursery School our practice ensures that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed.

In line with EEF recommendations, access to high-quality teaching is central in our approach with a focus upon the areas in which our disadvantaged pupils require most support. This approach ensures that we can have the greatest impact on closing the disadvantage attainment gap and also benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that pupils who are in receipt of Pupil Premium achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non – Pupil Premium both within school and nationally.

Additionally, we consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The actions we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

It is our desire that no pupil is left behind and we use our pupil premium funding to achieve this.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. Current pressures on families from cost of living crisis and post covid issues has also impacted more negatively on disadvantaged pupils.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in phonics, reading, writing and maths.</p>
2	<p>Some pupil premium children lack experiences that serve to enrich their vocabulary development, understanding and knowledge which negatively impacts on their learning and comprehension.</p>

3	<p>Many of our pupil premium children do not have support at home with reading which impacts negatively on their positive view of reading. School therefore have to ensure that there are opportunities in school to support and value reading.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, with disadvantaged pupils demonstrating significantly less emotional resilience and self-regulation compared to other pupils which impacts upon their ability to access their learning.</p> <p>A greater % of disadvantaged pupils require small group and/or 1-1 interventions.</p>
5	<p>Historic attendance data indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils but has begun to narrow. It is particularly prevalent in the younger children in school.</p> <p>Our assessments and observations indicate that this absenteeism and also lateness amongst a small number of children is negatively impacting a small number of disadvantaged pupils' progress.</p>

## 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>Pupils eligible for Pupil Premium make accelerated progress in phonics, reading, writing and maths.</p>	<p>Y1 phonics results will show a reduction in the number of disadvantaged children who do not achieve the expected standard in phonics from previous year's data.</p> <p>Y2 phonics resits will confirm that an increasing number of disadvantaged pupils meet the standard.</p> <p>Small group and 1-1 interventions tracked will show evidence of positive impact.</p> <p>Evidence in books will show accelerated progress for disadvantaged pupils.</p> <p>Data shows accelerated progress for disadvantaged pupils.</p> <p>Summative data shows improvements in % of pupils at ARE.</p>

<p>A greater % of children reading at least three times per week at home and all members of the school community demonstrating an understanding of the school community's reading for pleasure ethos.</p>	<p>School will continue to implement OU Reading for Pleasure project, developing a reading for pleasure ethos and implementing strategies which impact positively upon children's intrinsic motivation to read. (see school RfP Audit and Action Plan)</p> <p>Evidence of children enjoying daily protected storytime.</p> <p>Story suitcases to be developed to include poetry selection – evidence of children enjoying poetry.</p> <p>Poetry shared in assemblies and in staff meetings – evidence of pupils and staff developing an increased knowledge of poetry.</p>
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	<p>An increase in attainment for reading for all pupils</p> <p>Lunchtime RfP sessions developed – increased % of disadvantaged pupils accessing sessions.</p> <p>Data shows staff have a greater knowledge of quality children's authors and poets.</p> <p>Increased % of disadvantaged pupils receiving a reward for reading 3 times per week</p> <p>Increased % of disadvantaged pupils receiving a reward for reading 5 times per week</p> <p>Disadvantaged readers identified by class staff and read with daily.</p> <p>Decrease of % of parents being contacted by HT for persistent nonreading.</p>
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<p>For all pupils to demonstrate improved oracy and vocabulary.</p>	<p>School to implement Wellcomm across school to assess children's use of and understanding of language.</p> <p>Interventions, both whole class and individual to be implemented to address gaps.</p> <p>Oracy is clearly seen to be of high priority across the school curriculum with speaking and listening opportunities visible in class through learning walks/lesson observations</p> <p>Guided reading sessions to ensure teachers demonstrate metacognitive talk and include teaching of retrieval, meaning and inference.</p> <p>Whole school assemblies include opportunities for vocabulary development.</p> <p>Protected storytime allows for key vocabulary to be discussed and 'book talk' to be firmly embedded – children confident to enquire about vocabulary meaning and have a greater insight into the thought processes involved in being a reader.</p> <p>Book talk to be firmly embedded across school with all staff demonstrating confidence in teaching this to children.</p>
	<p>PSHCE lessons to include circle time where listening and speaking skills are explicitly taught</p> <p>Vocabulary displays for curriculum subjects evident in classes and accessed by children.</p>

<p>A greater proportion of disadvantaged children will be exposed to a wider range of enrichment social, cultural, musical and sporting experiences which impacts positively upon learning.</p>	<p>Greater % of disadvantaged pupils have opportunities to participate in a wide range of extra-curricular activities both within and outside of the school day.</p> <p>An increased number of visitors in school to support and enhance learning – discussions with children and evidence the impact of these visits.</p> <p>Greater % of disadvantaged pupils will access external visits to support knowledge and understanding.</p> <p>Greater % of disadvantaged pupils have opportunities to develop personal skills such as resilience and confidence through access to roles of responsibility in school e.g. school council, buddies, monitors.</p>
<p>Improved emotional resilience for disadvantaged pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience.</p>	<p>Children who require support with emotional resilience identified and placed in targeted groups for EWEL interventions which impacts positively upon emotional well-being.</p> <p>Mindfulness interventions for specific groups boosts emotional resilience and self-regulation for identified children.</p> <p>Weekly yoga sessions and after school ‘Mindfulness’ sessions provided for free and disadvantaged pupils are prioritised – positive impacts seen in emotional well-being of identified children.</p> <p>Whole school training for Zones of Regulation and ongoing weekly lessons impacts positively on emotional well being. Consistent language evident across school with children and staff.</p> <p>Good relationships with parents established which addresses underlying concerns with timely referrals to specialist agencies for further support as required.</p> <p>Learning Walks/Lesson Observations highlight examples of resilient children/learners.</p>
	<p>A lower % of incidents of negative behaviours for disadvantaged pupils recorded.</p>

<p>Increased attendance rates for PP children.  Reduce the number of persistent absentees so that it is at least in line with NA.  Increased punctuality for PP children.</p>	<p>% of non-attendees at least in line with national average  Increase in attendance rates for pupil premium children  Improved parent/school relationships supported by the Attendance Officer and other agencies.  Greater number of children receiving termly 100% Attendance award.</p>
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## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve wellbeing and emotional resilience for pupils by providing Relax Kids sessions, Yoga and Mindfulness sessions, Connecting with Children sessions, Angry Arnold, Therapy Dogs sessions and implementing whole school self-regulation via Zones of Regulation.</p> <p>Whole school staff training for Zones of Regulation.</p> <p>Training for staff on Connecting with Children</p>	<p>EEF findings show that approaches to develop social and emotional learning have a positive impact on outcomes and that embedding programs into school culture, staff training and buy in are key. (impact +4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1 and 4</p>

Prioritise referrals to outside agencies for PP pupils		
Sounds Write Training for all additional staff.	<p>The Sounds Write phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE.</p> <p><a href="https://www.soundswrite.co.uk/sites/soundswrite/uploads/files/55-dfe_report_on_sounds_write.pdf">https://www.soundswrite.co.uk/sites/soundswrite/uploads/files/55-dfe_report_on_sounds_write.pdf</a></p> <p>EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	1
Training for all staff in EYFS and KS1 on promoting Oracy across EYFS and KS1. (including subscription to Wellcomm)	<p>EEF findings show that oral language interventions have a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
Training for all staff in metacognition and self-regulated learning and the application of this into day to day teaching and learning.	<p>EEF findings show that developing metacognition and self regulation has a positive impact on outcomes and that disadvantaged pupils need to be explicitly taught these strategies. (impact +7 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1, 2, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional Teacher/ TA time to provide pre-teaching, post teaching and lunchtime interventions targeting PP children in phonics, reading writing and maths.</p> <p>Small group and 1-1 interventions supported by TAs/Teachers</p>	<p>EEF findings show that 1-1 teaching has a positive impact on outcomes and that training for staff is key. (impact +5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF findings show that small group tuition has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs and training for staff is key. (impact +4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF findings show that teaching of reading comprehension strategies has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs is key. (impact +6 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 and 3</p>
<p>Additional staff time to provide 1-1 reading sessions for disadvantaged readers targeting PP children.</p>	<p>EEF findings show that 1-1 teaching has a positive impact on outcomes and that training for staff is key. (impact +5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF findings show that teaching of reading comprehension strategies has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs is key. (impact +6 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2 and 3</p>
<p>Invest in further phonics linked reading books for struggling disadvantaged readers to ensure children are reading books of interest and age appropriate</p>	<p>EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2 and 3</p>

matched to their ability		
Invest in resources, trips and visitors to develop creativity to broaden children's experiences linked to curriculum.	EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes (impact +3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 and 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of pupils through developing positive relationships with Attendance and Welfare Officer and Family Liaison Link and regular reviews of attendance through attendance meetings.	EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for children with lower prior attainment. (impact +4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Developing an improved offer for parents to develop better home/school support via open mornings, homework clubs, information sharing events run via external agencies and online training courses. This will be supported by Family Liaison Support.	EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for children with lower prior attainment. (impact +4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Developing our after-school provision to include a wide range of clubs to extend and enrich children's experiences with disadvantaged children prioritised.	EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes (impact +3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 and 4

**Total budgeted cost: £80,000**

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

### Pupil premium strategy outcomes

*We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments and observations.*

*GLD and outcomes in reading, writing and maths for disadvantaged pupils in Reception was below that of disadvantaged pupils nationally and below that of non-disadvantaged in school. The gap between disadvantaged and non-disadvantaged pupils in school and nationally for GLD was larger than the national gap. Analysis showed that whilst this appeared somewhat cohort related, these children continue to access enhanced interventions to support them in Year 1.*

*In reading, writing and maths, outcomes for Y2 disadvantaged pupils were at least in line and sometimes better than outcomes for disadvantaged pupils nationally at expected+ for 2023 and also when looking at a three year trend, but were below outcomes for non-disadvantaged in school and nationally. In reading, writing and maths, at greater depth, outcomes for disadvantaged pupils were in line with national disadvantaged for 2023 but below non-disadvantaged in school and nationally.*

*Outcomes in phonics in 2022 showed that Y1 disadvantaged pupils performed slightly better than disadvantaged pupils nationally. The gap between disadvantaged and in school non- disadvantaged pupils was reduced significantly from 2022 and overall scores achieved by these children was better, both as a result of targeted interventions and staff training.*

*Persistent absenteeism(PA) being addressed through the use of pupil premium funding showed some positive impact being evidenced with PA overall reducing from 2021-2022. Disadvantaged pupils attendance was better than that for national disadvantaged (using FFT analysis) However, evidence has shown that various factors post-lockdown continued to impact negatively upon attendance for disadvantaged pupils in 2022-2023 and the use of pupil premium funding will be used to continue to address these factors this year.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have continued to be significantly impacted, as a result of pressures felt by families as the cost of living crisis continued. The impact was particularly noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, to engage and work with parents and ensured targeted interventions were in place, where required and we continue with an enhanced approach in this plan and will continue to address this during the current academic year.*