

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	Stafford Leys Primary School
Number of pupils in school	556
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Andy Kitchen
Pupil premium lead	Karren Hardy
Governor / Trustee lead	James Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,975
Recovery premium funding allocation this academic year	£1,813
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,788

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are working at a greater depth level.

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

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching - Meeting individual needs for all pupils, specifically PP, including middle and higher ability pupils. Our data indicates that disadvantaged pupils are Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly within writing.

2	<p>Social and emotional well-being.</p> <p>Our observations and evidence indicate that the social and emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Teacher referrals for support in this area have markedly increased during the pandemic and these findings are supported further by national studies. This has resulted in knowledge gaps widening and evidence which suggests that disadvantaged pupils are at greater risk of falling further behind age-related expectations than their peers.</p>
3	<p>Attendance</p> <p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Although there is not a significant difference, evidence suggests that this is a barrier to learning for this pupil group and absenteeism is negatively affecting disadvantaged pupils' progress.</p>
4	<p>Resources and enrichment opportunities</p> <p>Feedback from the parents of our disadvantaged pupils evidences that the cost of enrichment opportunities, resources and additional activities is a concern, particularly due to family income that has been further impacted by the pandemic. The cost involved means that the children are less likely to be involved and access the offer of such opportunities.</p>
5	<p>Engagement of parents – uptake of PP funding when eligible.</p> <p>Due to universal free school meals, the uptake of the pupil premium grant has decreased in recent years, particularly in the EYFS and KS1.</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>The progress of our Pupil Premium children at Stafford Leys is currently below that of non-Pupil Premium learners. The progress of PP pupils is to be in line with their peers and national data.</p> <p>Quality first teaching is to be implemented in all classrooms for all pupils.</p> <p>Staff will identify how to help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. There will be a focus on providing targeted support, seeking out strategies best suited to addressing individual needs, rather than simply fitting pupils into existing support strategies.</p> <p>Targeted support will be provided for both individual pupils that have very specific learning needs, and groups of pupils with similar needs. Group support will include both Pupil Premium and non-Pupil Premium children.</p>	<p>100% of PP pupils making at least expected progress.</p> <p>20% making accelerated progress.</p> <p>Flight path of PP children shows that no one is falling behind their trajectory.</p> <p>KS2 data shows that PP children have made better than expected progress - +ve score in KS2 SATs</p>

<p>At Stafford Leys, there is a high number of children with limited emotional resilience and low self-esteem, particularly due to the COVID pandemic, which affects their ability to rise to the challenge of both basic and more stretching academic activities thus impacting their academic progress.</p> <p>Strong social and emotional support strategies to be implemented to help pupils in this area, including through working with their families. This will include social nurture groups and ELSA intervention to address social and emotional behaviour issues which are having an impact of learning. Both 1:1 and small group opportunities to be provided to meet individual needs, involving the families as appropriate.</p>	<p>Pupil premium pupils demonstrate confidence and resilience both within daily life and when completing academic activities.</p> <p>Pupil premium pupils are confident and resilient when carrying out challenging activities.</p> <p>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations</p>
<p>The attendance of our Pupil Premium pupils is below that of their peers and disadvantaged children nationally.</p> <p>Pupils need to be in school, on time and engaged in their learning. Effective behaviour and attendance management strategies to be implemented across the school to support this.</p> <p>Rapid response systems to address poor attendance will be used. This includes staff contacting home immediately if a pupil fails to arrive. If the problem persists, staff will work with families to address any barriers they face in getting their child(ren) to school. If required, support from an external attendance officer will be accessed.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance of PP children to improve to be at least in line with national. This includes persistent absence. • Persistent absence targeted and decreased and to be less than 11% PA for disadvantaged pupils. • Above 95% overall attendance for the whole school.
<p>Many of our Pupil Premium children are less likely to partake in trips, purchase optional materials, have a variety of reading books at home and/or buy equipment to support their learning when there is a cost implication. Additionally, they are less likely to take part in optional enrichment opportunities and to make necessary school purchases such as school uniform.</p> <p>Access to day trips, residential visits, extra-curricular clubs and other enrichment opportunities to be heavily subsidised or in some cases free. This will ensure that no child misses the opportunities experienced by their peers in the school environment.</p>	<p>Improved engagement with parents and subsidised funding for school activities and equipment enable more pupil premium pupils to participate in extra-curricular and enrichment activities.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils with 30% of PP children accessing extra-curricular opportunities each term and 60% having accessed at least one by the end of the academic year.</p>

<p>Since the introduction of universal free school meals at KS1, Stafford Leys has seen a decline in the number of families eligible for the pupil premium funding taking it up.</p> <p>Parental engagement events to be scheduled and support materials to be provided for parents. Families to be kept informed of the provision given via personal letters and the school website. Lines of communication are made more personal. Phone consultations are encouraged if parents have missed 'Parents Evenings'. Any misconceptions or concerns are addressed. Parents have a clear point of reference for any future communication or concerns. Information from meeting with parents is used to inform future plans and link these closely with individual need.</p>	<p>Improved engagement with parents with an increase in families accessing the funding available.</p> <p>80% of families involved in engagement events and supporting their child's progress e.g. parent's evenings, SEND discussions, parental information events.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Continue to develop our CPD offer across the school to staff at all levels.</p>	<p>Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality.</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p>	<p>1 and 2</p>

<p>Purchase and use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>
<p>Recruitment</p> <p>Recruit a new ELSA leader.</p>	<p>ELSA sessions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted sessions have been shown to be more effective when delivered by a trained staff member as they have a better ability to understand the concept of emotional literacy, a better understanding of the impact of emotional literacy on pupils, increased confidence to plan and deliver programs and an increase in experience of supervision.</p>	<p>2</p>
<p>EYFS/Y1 Early Reading TRG</p> <p>To support the implementation of the early reading framework, EYFS and Y1 staff will complete a TRG which focuses on disadvantaged learners in their key stage.</p>	<p>Various research evidences that TRGs have a positive impact on the teaching and learning across the curriculum as they enable colleagues to work collaboratively to develop their practice which in turn, improves the experiences offered to their pupils.</p>	<p>1</p>

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

Budgeted cost: £59,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions</p> <p>To improve the quality of social and emotional learning and extend access available.</p>	<p>ELSA sessions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted sessions have been shown to be more effective when delivered by a trained staff member.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2
<p>Same day intervention, pre teaching and other targeted intervention programs.</p>	<p>EEF research evidences that targeted interventions that are suited to individual needs and which focus on gaps in knowledge and learning have a positive impact on learning and support accelerated progress.</p>	1 and 2
<p>Engaging with the National Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>External agency involvement to enable access to specialist support such as Educational Psychologists, Dyslexia specialists and the Autism Outreach Service.</p>	<p>Specialist services are imperative in the identification of specific needs for individual pupils and they are best placed to offer support in terms of strategies and provision that should be offered.</p>	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support Implement a consistent, supportive policy to work with families. Access external support such as the BEP welfare officer to support this further.</p>	<p>The DfE guidance, Improving School Attendance, has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence and evidences that the principles and good practice set out within it, have a positive effect in this area.</p>	3
<p>Resources and enrichment opportunities Provide additional opportunities, activities and resources at a heavily subsidised rate or for free. Opportunities to include swimming lessons, music lessons, trips and residential visits, school uniform and extra-curricular clubs.</p>	<p>A fully inclusive education affords all pupils the same experiences and opportunities. These experiences support the knowledge and learning of all pupils across the curriculum and beyond.</p>	4
<p>Parental engagement Engage parent effectively so that they access the support and take full advantage of the pupil premium grant that is available to their child.</p>	<p>The EEF guide to the pupil premium evidences that if used effectively, the funding can have a positive impact on the outcomes for disadvantaged children.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £79,975

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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in the key areas of the curriculum, particularly writing. Despite making good progress towards achieving at a level in line with their peers, due to the pandemic, this progress has not been fully realised.

Additionally, all targets within our previous strategy have all been negatively impacted by COVID-19 to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided greatly by the live and recorded teaching provision that we provided.

Although overall attendance in 2020/21 was lower than in previous years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We used the funding in the same way as identified above as our intention was to use the strategies to support all learners.
What was the impact of that spending on service pupil premium eligible pupils?	As identified above, all targets within our previous strategy have all been negatively impacted by COVID-19 to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided greatly by the live and recorded teaching provision that we provided.

Further Information

At Stafford Leys we use a range of monitoring and evaluation strategies to provide evidence of the impact of the provision that we provide. Throughout the year, we use this evidence to adapt the provision offered to ensure that the individual needs of all disadvantaged pupils are met to enable them to make at least expected progress from their individual starting points.