

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 (2022 to 2023) 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	560
Proportion (%) of pupil premium eligible pupils	10.35%
Academic year/years that our current pupil premium strategy plan covers	3 years 2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£80,510
Recovery premium funding allocation this academic year	£8,120
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	£88,630

Part A: Pupil premium strategy plan

Statement of intent

At Stafford Leys, 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 use the Pupil Premium funding to ensure that our disadvantaged pupils leave our school with the same skills and knowledge as our non-disadvantaged pupils in order to prepare them for the next stage of their journey.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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:

- Remove the barriers to learning that our disadvantaged pupils face such as poverty, background and family circumstance.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Remove the barriers which lead to poor attendance, particularly persistent absenteeism (below 90%)
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience
- Adopt a whole school approach in which all staff have high expectations and take responsibility for all pupils, particularly those whom are disadvantaged.

To ensure that our Pupil Premium strategy is effective, we will consider three main approaches to our spending:

- Quality first teaching (High-quality teaching.) We will ensure that our teachers are effective in closing the disadvantage attainment gap whilst also benefiting the non-disadvantaged pupils in our school.
- Targeted academic support. We will provide focused support to smaller groups of children, both within, and where appropriate, outside, of the classroom. The teaching and support provided will be linked to the classroom teaching and the curriculum offered to all pupils in line with best practice which is supported by evidence.
- Wider strategies. Challenges such as wellbeing, attendance and behaviour may make it difficult for our disadvantaged pupils to achieve academically. Our strategy recognises this and will work to remove such barriers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality first teaching - Meeting individual needs for all pupils, including middle and higher ability pupils.</p> <p>Internal and external data and assessment information indicates that attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly within writing.</p> <p>National data will be added to this strategy when it is available.</p>
2	<p>Social and emotional well-being.</p> <p>Evidence indicates that a decline in the social and emotional wellbeing of many of our disadvantaged pupils is impacting the group's ability to fully access their educational offer, resulting in slowed academic progress. Many of the children require additional support to develop their resilience and ability to persevere when faced with a challenge.</p> <p>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 recent years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Absenteeism is negatively affecting the children's academic progress and attainment.</p> <p>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.</p> <p>National comparison data will be added here when available.</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 and the present cost of living crisis. The cost involved means that the children are less likely to be involved and access the offer of such opportunities.</p>
5	<p>Phonological awareness and reading</p> <p>Many disadvantaged pupils do not read for pleasure frequently at home which has an impact on their phonological knowledge and the ability to apply it when reading. Reading fluency and vocabulary development is also impacted by this.</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
<ul style="list-style-type: none"> - Quality first teaching is to be implemented in all classrooms for all pupils. - The attainment of disadvantaged pupils is to be in line with those that are not disadvantaged. This is to be in line at both school and national level. - Targeted support will be provided for individual pupils, and small groups of pupils. Group support will include both disadvantaged and non-disadvantaged children. 	<ul style="list-style-type: none"> - All disadvantaged pupils make at least expected progress. - Accelerated progress closes the attainment gap between disadvantaged and non-disadvantaged pupils. - Flight path of disadvantaged children shows that no one is falling behind their trajectory. - KS2 data shows that disadvantaged children have made better than expected progress - +ve score in KS2 SATs
<ul style="list-style-type: none"> - The well-being, resilience and personal development for all pupils in school will improve and be sustained, particularly for our pupils who are identified as disadvantaged. - 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. 	<ul style="list-style-type: none"> - Pupils demonstrate confidence and resilience both within daily life and when completing academic activities. - Pupils are confident and resilient when carrying out challenging activities. - Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations
<ul style="list-style-type: none"> - The attendance of all disadvantaged pupils, particularly those identified as persistently absent, to improve and be in line with both school and national data for non-disadvantaged pupils. 	<ul style="list-style-type: none"> - Attendance of disadvantaged children to be at least in line with national data. 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.
<ul style="list-style-type: none"> - Enrichment opportunities and extracurricular activities accessible to all pupils, including those identified as disadvantaged. 	<ul style="list-style-type: none"> - Improved communication with parents - Subsidised funding for school activities and equipment enable more disadvantaged pupils to participate in extra-curricular and enrichment activities. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils with 30% of disadvantaged children accessing extra-curricular opportunities each term and 60% having accessed at least one by the end of the academic year.
<ul style="list-style-type: none"> - Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils. - Accelerated progress and improved attainment of disadvantaged pupils in reading. 	<ul style="list-style-type: none"> - Percentage of disadvantaged pupils passing the Year 1 phonics screening test in line with non-disadvantaged pupils. - At least 80% of disadvantaged pupils met the expected standard within reading at the end of KS2.

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

Budgeted cost: £28,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continual Professional Development (CPD)</p> <ul style="list-style-type: none"> - Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils - CPD opportunities such as individual training opportunities, teacher research groups (TRGs) and external moderation activities - CPD and support provided by curriculum experts (YS) - Ongoing mentoring and coaching activities linked to our School Development Priorities and Rosenshines Principles of Instruction 	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. New initiatives such as the Early Career Framework and the new National Professional Qualifications exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF statement)</p> <p>EEF Effective Professional Development Guidance Reports</p>	1
<p>Standardised testing</p> <ul style="list-style-type: none"> - Purchase of Pixl standardised assessments - Staff training to ensure the effective implementation and interpretation of the assessments 	<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>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p>	1
<p>SEND assessment</p> <ul style="list-style-type: none"> - Purchase and implementation of SEND assessment system 	<p>Recommendations 4 and 5 in the evidence report below identifies additional strategies effectively support pupil outcomes. To identify the needs of the children and the strategy to employ, rigorous and accurate assessment is essential.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	1
<p>Recruitment</p> <ul style="list-style-type: none"> - Recruit a new ELSA leader. 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2

<p>Attendance</p> <ul style="list-style-type: none"> - Regular monitoring of attendance by the internal attendance officer (SM) - Additional monitoring by the school attendance lead and PP lead (YS/KH) - Support by the Trust attendance officer as required - Support for children/ families identified as a concern - Intervention offered as required. 	<p>Positive pupil outcomes can only be achieved when children are provided with a high quality education. This is only possible when children attend school regularly.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669317805</p>	3
<p>Enrichment</p> <ul style="list-style-type: none"> - EYFS intake meeting to include funding offer and benefits - Spring term meeting with parents to discuss support offered and how to develop this further - Subsidised funding for school activities and equipment (extra-curricular activities, music lessons, day trips, residential visits, swimming lessons.) 	<p>Enrichment approaches can directly improve pupils' attainment. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 4
<p>Phonics and reading</p> <ul style="list-style-type: none"> - CPD opportunities such as individual training opportunities and teacher research groups (TRGs) - CPD and support provided by English leader (JR) - Ongoing mentoring and coaching activities linked to our School Development Priority of Reading - Where appropriate, individual and small group support for pupils to close any gaps in knowledge 	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics I Toolkit Strand I Education Endowment Federation I EEF</p>	1, 5

Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA/Social, Emotional and Mental Well-being support</p> <ul style="list-style-type: none"> - Improve the quality of social and emotional learning and extend access available. - Provide ongoing pastoral support to pupils identified by staff and parents as needing additional social, emotional and mental well-being support. 	<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,</p>	2

<ul style="list-style-type: none"> - Provide opportunities for pupils to access high quality extra-curricular opportunities to support well-being (Well-being after school group) - Train a member of staff (JT) as a senior mental health lead. - Evaluate the provision and profile of SEMH across the school to identify areas to further develop. 	<p>attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Targeted interventions</p> <ul style="list-style-type: none"> - Same day intervention, pre teaching and other targeted intervention programs to support areas across the curriculum. <ul style="list-style-type: none"> •Reading •Phonics •Writing •Maths - Support and interventions based on pupil progress and attainment evidence e.g. termly data, PiXL test results and identified gaps in knowledge. 	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>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> <p>https://www.educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 5
<p>National Tutoring program</p> <ul style="list-style-type: none"> - 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>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, 5

Wider strategies

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support</p> <ul style="list-style-type: none"> - Embed the principles of good attendance practice in line with DfE advice by implementing the new Trust attendance policy consistently. - Access external support such as the BEP welfare officer to support this further. - Provide CPD for staff to ensure accurate and consistent implementation of the policy - Attendance lead to attend termly Trust attendance network meetings (YS) 	<p>The DfE guidance 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> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	3
<p>Resources and enrichment opportunities</p> <ul style="list-style-type: none"> - Provide additional opportunities, activities and resources at a heavily 	<p>A fully inclusive education affords all pupils the same experiences and opportunities. These experiences support</p>	4

<p>subsidised rate or at no cost at all to parents.</p> <ul style="list-style-type: none"> - Opportunities to include music lessons, trips and residential visits, school uniform and extra-curricular clubs. 	<p>the knowledge and learning of all pupils across the curriculum and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Access to funding and parental engagement</p> <ul style="list-style-type: none"> - Spring term meeting with parents to discuss the use of funding and gain parental voice. - Communicate with and 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>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> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	5
<p>Contingency fund for acute issues.</p> <ul style="list-style-type: none"> - React to unexpected need as it arises. 	<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: £88,630

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 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.

National comparison data will be added to this strategy when it becomes available.

Although overall attendance in 2021/22 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. 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.

The CPD offer across the school included a variety of opportunities including TRGs, senior and middle leadership development opportunities mentoring and coaching opportunities and networking and moderation activities.

Staff voice, lesson observations and book looks all evidence that the CPD offer greatly developed the QFT offered to our pupils which in turn supported the improvement of pupil outcomes as evidenced in our internal data.

During 2020-2021 we moved to a new standardised testing scheme. We began to implement PiXL standardised tests and then used the data to identify gaps in pupil's knowledge and plan to close these. In 2022-2023 our aim is to develop this further as detailed in the previous strategy sections.

Due to recruitment and funding challenges, we were unable to appoint an ELSA leader during the 2021-2022 year. However, we provided significant staff CPD and implemented a strategy across the school to ensure that the needs of our pupils were met.

We hope to recruit and train a new ELSA leader in the future and so this remains to be a planned activity within our strategy.

The EYFS/Y1 early reading TRG was incredibly successful at improving our curriculum offer for our pupils. The impact of this was evidenced within the progress and outcome data for our pupils.

During 2021-2022 we ran a range of targeted interventions that were suited to our pupil's individual needs and which focused on specific gaps in knowledge and learning. The interventions had a positive impact on learning and supported accelerated progress of our pupils across the curriculum. The progress made and outcome achieved were evidenced in multiple ways including pupil outcome data.

The tuition that we offered in 2021-2022 was used to target the specific needs and knowledge gaps for our pupils within English and maths. This was particularly effective in supporting the accelerated progress and overall attainment of low attaining pupils and those falling behind the expected standard for their age.

We accessed specialist services to identify specific needs for individual pupils and collaborated with them to ensure that we were offering the most appropriate and effective support to enable them to access the curriculum and fulfil their learning potential.

100% of our disadvantaged pupils benefited from the funding spent on resources and enrichment opportunities during the 2021-2022 academic year.

100% of our disadvantaged learners attended an of site educational trips and/or residential visit.

21.7% of children accessed the uniform payment that we offer, plus another 22% received uniform items directly from us. 100% of the EYFS children were provided with a school book bag and every child had access to a school lunch box and water bottle to use during off site visits and activities.

3 children participated in the funded music sessions and feedback from staff, children and parents identified that in all of these cases, the children's self-esteem and mental health improved due to the access to this enrichment offer.

53.62% of our disadvantaged pupils accessed the extra-curricular provision that we offered during 2021-2022, although we wish to increase this further in 2022-2023.

National comparison data for KS1 and KS2 outcomes will be added to this strategy when it is made available.

Overall evaluation of the 2021-2022 strategy

In order to review our 2021-2022 strategy and identify the challenges that are faced by our disadvantaged pupils, we triangulated evidence from a wide range of sources including internal and external progress and outcome data, book looks, lesson observations and conversations with staff, children and parents.

Additionally we invested a great deal of time in looking at research studies and reports which focussed on the effective use of the pupil premium funding, the impact on outcomes for disadvantaged learners and how to address the challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils as this has been a significant challenge for our pupils.

In reviewing our pupil premium strategy and planning for the year ahead, we have evaluated each activity that was undertaken in 2021-2022. We identified the impact that each had and used the information to ensure that the most effective strategies and practice has been incorporated in the 2022-2023 plan.

Where it has been identified that the degree of impact was not at the level expected, we have adapted the activity appropriately.

In February 2022, a Trust led pupil premium review was completed and the findings from this have also informed our strategy for the 2022-2023 academic year.

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?	The pupils in receipt of the service pupil premium benefited from a variety of enrichment opportunities and activities that extended their cultural capital offer.

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 pupils, particularly those that are disadvantaged, are met to enable them to make at least expected progress from their individual starting points.