

Pupil premium strategy statement 2024/2025

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 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	599
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	March 2024
Date on which it will be reviewed	Dec 2027
Statement authorised by	Andy Kitchen Headteacher
Pupil premium lead	Andy Kitchen
Governor / Trustee lead	Beenal Ragyaguru

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73 200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£73 200

Part A: Pupil premium strategy plan

Statement of intent

At Stafford Leys Primary, it is our intention that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged learners to achieve that goal, irrespective of their ability. This should be supported by all staff within school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged learners require the most support. We have implemented a small step, learning journey, approach to teaching and the use of metacognition to encourage children to self-regulate their learning. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged learners in our school, this is our priority as a school.

Our approach will be responsive to common challenges and individual needs. The approaches we will be focusing on for the duration of this plan are:

- 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 that lead to poor attendance, particularly persistent absenteeism (Below 90%)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the curriculum and learning opportunities afforded to them
- 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.</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>Teacher referrals for social and emotional support, particularly those from a disadvantaged background, have markedly increased since the pandemic. 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. At the beginning of the 2024-2025 academic year, 20% of our Pupil Premium Pupils were also on our Special Educational Needs and Disability (SEND) Record.</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>Attendance data for 2022-2023 is shown below</p> <p>All Pupils: 96.1%</p> <p>Pupil Premium: 93.79%</p> <p>Attendance data for 2023-2024 is shown below</p> <p>All Pupils: 96.1%</p> <p>Pupil Premium: 94.8%</p>

	<p>Current year to date</p> <p>All Pupils: 96.3%</p> <p>Pupil Premium: 95.6%</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 costs 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 attainment</p> <p>Many disadvantaged pupils do not read for pleasure frequently 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> <p>Internal KS2 Reading data for 2023-2024 shows that 50% of Pupil Premium pupils achieved the age related standard. This is 25% lower than our Non-Pupil premium pupils. By Year 6 we have been able to close this gap. In 2024 APS for Non PP children was 107 and PP children 105</p>
6	<p>Parental support and engagement for pupils across the school, especially those with a disadvantaged background, can be very low. Disadvantaged pupils in our school often experience less parental support with reading, behaviour and meeting their basic needs than their non-disadvantaged counterparts.</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>Quality first teaching is to be implemented in all classrooms for all pupils.</p> <ul style="list-style-type: none"> 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 needs which are having an impact of learning 	<p>Pupils demonstrate confidence and resilience both within daily life and when completing academic activities.</p> <ul style="list-style-type: none"> 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.
<p>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.</p>	<p>Attendance of disadvantaged children to be at least in line with national data. This includes persistent absence.</p> <ul style="list-style-type: none"> - Persistent absence targeted and decreased and to be - Less than 11% PA for disadvantaged pupils. - Above 97% 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. 	<p>Improved communication with parents</p> <ul style="list-style-type: none"> - Subsidised funding for school activities and equipment enables more disadvantaged pupils to participate in extra-curricular and enrichment activities. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils during
<p>Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> - Accelerated progress and improved attainment of disadvantaged pupils in reading at the end of KS2. 	<p>Percentage of disadvantaged pupils passing the Year 1 phonics screening check to be in line with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> - At least 80% of disadvantaged pupils meet the expected standard within reading at the end of KS2.
<ul style="list-style-type: none"> - Parental engagement with the school and the support they provide to the children to be increased across the school. - Increased parental engagement in specific areas across the school e.g. SEND and Reading. - Parents to understand and support the intention and implementation of our developed behavior curriculum and expectations across the school. 	<p>Parental engagement with reading and support provided at home to increase. This will be evidenced via parent and pupil voice and other information e.g. reading records, against a September 2023 baseline.</p> <ul style="list-style-type: none"> - Parents to engage with and support the behaviour curriculum and expectations via information meetings and sessions and working with the school to support the children in achieving well in this area.

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
<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>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1 and 5
<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> <p>https://www.pixl.org.uk</p>	1,5

<p>SEND assessment</p> <ul style="list-style-type: none"> - Purchase and consistent implementation of SEND assessment system to identify knowledge gaps and plan learning opportunities to close them. (Birmingham 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/efguidance-reports/send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1669223956</p>	<p>1 and 5</p>
<p>Recruitment and Continual Professional Development (CPD) opportunities.</p> <ul style="list-style-type: none"> - Recruit a new ELSA leader. - Secure ELSA training and other appropriate CPD opportunities to ensure that the role can fully meet the evolving needs of the children across the school. 	<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> <p>https://www.elsanetwork.org/about/the-network/</p>	<p>1,2,3,4,5</p>
<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 (AK) - Support by the Trust attendance officer as required (VP) - Support for children/ families identified as a concern 	<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-REAreport.pdf?v=1669317805</p>	<p>3</p>

<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, uniform.) 	<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-skillsenrichment</p>	<p>1,4</p>
<p>Phonics and reading</p> <p>Enhancement of our reading curriculum and the teaching of reading across the school in line with DfE and EEF guidance via:</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). - Reading CPD and enrichment activities provided for reading for pleasure leader (DM). - 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. - Leadership release time for English and Reading for Pleasure leaders - (Monitor and evaluate Reading across school, attend CPD, disseminate CPD, attend Trust and LA network meetings etc.) 	<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 over the course of a year. 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 emphasized 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>The DfE Reading Framework EEF - Reading Comprehension Strategies</p>	<p>1,5</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA/Social, Emotional and Mental Well-being support - Trained ELSA to work full time to deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. Support will be delivered on an individual or small group basis. Improve the quality of social and emotional learning and extend access available.</p> <ul style="list-style-type: none"> - Provide ongoing pastoral support to pupils identified by staff and parents as needing additional social, emotional and mental well-being support. - 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>The ELSA programme is an evidence-informed intervention programme where ELSAs design bespoke support plans which are tailored to the specific needs of each child or group of children. When social, emotional or well-being needs are identified it enables targeted support to be offered. The setting of targets and progress evaluation provides evidence of the impact achieved. 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>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	2

<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 offered as a package of support to children across the school, particularly those that are disadvantaged or who are working below age related expectations. - Interventions include: <ul style="list-style-type: none"> • Reading/Comprehension • Phonics • Writing • Maths • Speech and Language • ELSA/Nurture • Outdoor classroom • Sensory circuits • Fine and gross motor skills • Physical development - 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://educationendowmentfoundation.org.uk/support-for-schools/schoolplanning-support/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions</p>	<p>1 and 5</p>
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Wider strategies

Budgeted cost: £3 200

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 or Attendance officer to attend termly Trust attendance network meetings (AK/SM) 	<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-schoolattendance</p>	3
<p>Resources and enrichment opportunities</p> <ul style="list-style-type: none"> - Provide additional opportunities, activities and resources at a subsidised rate to the parents of our pupils in receipt of the Pupil Premium funding. - Opportunities to include music lessons, trips and residential visits, school uniform and extra-curricular clubs. 	<p>A fully inclusive education affords all pupils the same experiences and opportunities.</p> <p>These experiences support the knowledge and learning of all pupils across the curriculum and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment</p>	4
<p>Contingency fund for acute issues as they arise</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: £73 200

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 2022 to 2023 academic year.

Our assessments during 2022/23 show that for disadvantaged pupils their attainment is significantly below at KS1 and KS2. Progress of our disadvantaged pupils at KS2 was similar to that of other pupils.

Our assessment of the reasons for these outcomes points primarily to the ongoing impact of Covid-19, which disrupted all our subject areas to varying degrees. Our disadvantaged pupils found it the hardest to engage with online and remote learning and received the least amount of support at home. Children in EYFS arrived in school well below previous cohorts. See EYFS data.

Although overall attendance in 2022/23 (92%) and disadvantaged pupils' attendance (92%) were similar, this is well below the national average for attendance. Attendance remains a priority, with a particular focus on our disadvantaged groups.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and staff absences. 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 further with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Making the difference for disadvantaged children	EEF

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding metacognition and the small step, learning journey approach to learning to ensure access and challenge for all children and to allow children to take ownership of their learning.
- support from the Leicestershire and Rutland mental health services, through which we will be supported by the team and a mental health practitioner based in our school.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (Club offered free 2023/34)
- Engagement with our local authority and specialist school when needed.