

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	Stebbing Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022/2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Clayden & Tom Le Masurier
Pupil premium lead	Jo Clayden & Tom Le Masurier
Governor / Trustee lead	Cassie Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,970
Recovery premium funding allocation this academic year	£4,390
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	£51,360

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 good progress and achieve their potential 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 already high attainers.

We constantly monitor the changing of circumstances faced by vulnerable pupils whilst highlighting and working closely with the pupils who have involvement with outside agencies. The purpose of these aims are to ensure all children's needs are met regardless of their circumstances.

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're 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

First and foremost, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We recognise that all children, particularly those with a disadvantaged background, may require additional support to enable them to access education in the same way as their peers. 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. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy aims to encompass wider plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils has been worst affected, including non-disadvantaged pupils.

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	Reading - 41% of pupil premium children are below the expected standard in reading. There is also evidence of a lack of reading at home and access to quality reading books outside of school.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment with 23% of our pupil premium children receiving learning mentoring, counselling and nurturing opportunities (Forest School) to provide opportunities to support emotional well being and a more positive self-esteem.
5	Lack of cultural capital - children have restricted access to extra-curricular activities due to financial constraints.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in KS1.

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
<i>1. Disadvantaged children have a love of learning across the curriculum.</i>	<ul style="list-style-type: none"> - Children want to learn. - Children are given experiences within the wider curriculum to enable them to achieve in line with their peers. - Children have the confidence in their abilities to achieve increases. - Children engage in enrichment activities that extend their learning beyond the classroom. - Children are supported by staff to enable them to achieve. - Children have clear strategies for achievement.
<i>2. Early reading is improved through a robust phonics programme.</i>	<ul style="list-style-type: none"> - All children have access to a new phonics programme. - Improved consistency within the teaching of phonics throughout the school. - 90% of all children pass the phonics screening check. - For those that do not pass, a rigorous intervention programme is put in place.
<i>3. Reading attainment for all disadvantaged children is at least in line with their peers.</i>	<ul style="list-style-type: none"> - Children develop a love of reading. - All children are able to achieve across the curriculum because their reading ability allows them to access knowledge and work independently.
<i>4. For children to be equipped with the correct tools to ensure they are mentally and physically well in school.</i>	<ul style="list-style-type: none"> - Positive feedback in pupil voice surveys and discussions. - Minimal incidents of peer on peer abuse. - Rigorous and systematic processes followed when required. - Staff's behaviour expectations heightened.
<i>5. Access to curriculum enrichment activities both in and outside of school is equitable.</i>	<ul style="list-style-type: none"> - All disadvantaged children access quality cultural activities in school. - Children's talents and interests are identified and families are signposted to activities both inside and outside of school. - Children have a broader range of interests and develop a sense of self and what they are interested in. - Self esteem and confidence improves because they have a skill they are proud of.
<i>6. Children have the relevant support in class to ensure they can make accelerated progress.</i>	<ul style="list-style-type: none"> - Gaps identified from lost learning during COVID. - Targeted support in classrooms - Quality first teaching. - Whole school intervention groups.

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: £2,886.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics CPD with Oxford University Press (£500)</i></p> <p><i>Investment in new phonics scheme in line with the new government recommendation. (£2,386.20)</i></p> <p>Ongoing CPD throughout the year (Up to £5000)</p> <p>Makaton training (£217.50)</p>	<p>Rowlands (2021) identifies: The language gap for PP children when compared to their peers. A focus on language needs to continue throughout all schooling. Language comprehension facilitates independence in learning. EEF – oral language interventions consistently show positive impact on learning. Evidence shows that oral language interventions are effective, with evidence supporting the development in social skills, speech and language, behaviour and mental health. This includes Specialist therapists who will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF - Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF – oral language interventions consistently show positive impact on learning, including high quality small group interventions</p> <p>EEF - Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF – oral language interventions consistently show positive impact on learning, including high quality small group interventions</p>	<p>1, 2, 3</p>

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

Budgeted cost: £8,941.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted support in Reception & Year 1</i> (£4,220)</p>	<p>EEF - small group tuition - most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>
<p><i>Speech & Language Interventions</i> (£600)</p>	<p>Rowlands (2021) identifies: The language gap for PP children when compared to their peers. A focus on language needs to continue throughout all schooling. Language comprehension facilitates independence in learning EEF – oral language interventions consistently show positive impact on learning. Evidence shows that oral language interventions are effective, with evidence supporting the development in social skills, speech and language, behaviour and mental health. This includes Specialist therapists who will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum and Speech and language data shows that if gaps in language are targeted then progress is accelerated. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is a strong evidence base that structured opportunities for language development and practice have a high impact on learning for a low cost Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>

<i>Subsidised Music tuition & clubs (£1,735.44)</i>	OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – Teaching and Learning Tool kit - social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF – sports participation increases educational engagement and attainment.	1,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,370.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school nurture groups (£11,200),</i>	EEF - small group tuition - most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF – Social and emotional learning strategies. Teaching and learning toolkit.	1,4
<i>Counselling, learning mentors. (£2,000)</i>	EEF – Social and emotional learning strategies. Teaching and learning toolkit. EEF – Teaching and Learning Toolkit - social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF – Social and emotional learning strategies. Teaching and learning toolkit	4
<i>Subsidised school trips (£170.50)</i>	OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	5
<i>Reading Den (Up to £5,000)</i>	OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Learning is contextualised in concrete experiences and language rich environments. Rowlands (2021) identifies: The language gap for PP children when compared to their peers. A focus on language needs to continue throughout all schooling. Language comprehension facilities independence in learning EEF – oral language interventions consistently show positive impact on learning	1, 2, 3
<i>Mindfulness area (Up to £5000)</i>	EEF – Teaching and Learning Toolkit - social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF – Social and emotional learning strategies.	4

Total budgeted cost: £32,812.14

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.

In our overall assessment of pupils in 2020/21, much of our analysis points primarily to Covid-19 impact, which disrupted all our subject areas 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 initially intended.

During that period, we also recognised new groups of 'disadvantaged' pupils as a result of careful monitoring during school lockdowns and upon our return to school. As a result, we provided additional support for those pupils learning at home as well as inviting selected children to return to school.

Our assessments and observations indicated that pupil behaviour, 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.

One of our target areas in the previous Pupil Premium documentation was to support children to achieve improved outcomes for their end of Key Stage 2 data. As can be seen in the table below, our end of KS2 data teacher assessment was as predicted prior to lockdown. Therefore, this demonstrated that gaps in knowledge were identified and closed to provide the children with the opportunities to reach their potential. .

Subject	All	Boys	Girls	PP	EHC Plan	SEND
Reading (EXPECTED+)	12/18 67%	3/4 75%	9/14 64%	3/6 50%	0/1 0%	0/4 0%
Writing (EXPECTED+)	12/18 67%	3/4 75%	9/14 64%	3/6 50%	0/1 0%	0/4 0%
Maths (EXPECTED+)	13/18 72%	4/4 100%	9/14 64%	3/6 50%	0/1 0%	1/4 25%
COMBINED (EXPECTED+)	12/18 67%					
GPS (EXPECTED+)	11/18 61%	3/4 75%	8/14 57%	3/6 50%	0/1 0%	0/4 0%

Despite not having the children in school as much as we would have liked, we were still able to provide all children with the appropriate, individualised support to enable them to access a variety of extra-curricular activities as well as opportunities to improve their mental wellbeing. We were able to continue to provide these services throughout lockdown through virtual meetings with counsellors, staff check ins and well being calls with families, teachers monitoring their class' engagement.