

Stebbing Primary School

Pupil Premium Strategy Statement

2023/2024



Be ready, respectful, safe and kind

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	185
Proportion (%) of pupil premium eligible pupils	25 children (12.4%)
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lucy Mawson
Pupil premium lead	Tom Le Masurier
Governor / Trustee lead	Izindi Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
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	£33,465

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.

We constantly monitor the changing of circumstances faced by vulnerable and disadvantaged pupils within our school 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 to provide an equitable educational environment.

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.

Challenges

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

Challenge number	Detail of challenge																												
1	<p>Low on entry data in reading, writing and maths for our Pupil Premium and disadvantaged children.</p> <ul style="list-style-type: none"> - Reading: 31% achieving at least EXS (Whole school - 65%). - Writing: 14% achieving at least EXS. (Whole school - 50%) - Maths: 58% achieving at least EXS. (Whole school - 76%) 																												
2	<p>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 (50% of PP children passing the phonics screening in year 1 for the year 21/22 - below the whole school pass percentage of 61%).</p>																												
3	<p>We continue to see the impact of the Covid 19 pandemic as a result of lost learning. Staff to ensure they deliver evidence-based teaching interventions consistently.</p>																												
4	<p>Our attendance data over the past few academic years indicate that attendance data for our disadvantaged pupils is lower than the whole school whilst it is also apparent that persistence absence has been around double that of the whole school over the past three years (despite the improving picture). Our observations show that the difference in attendance is having a direct impact on attainment and individual progress of identified children.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2021/2022</th> <th colspan="2">2022/2023</th> <th colspan="2">2023/2024</th> </tr> <tr> <th></th> <th>Absence</th> <th>Persistent Absence</th> <th>Absence</th> <th>Persistent Absence</th> <th>Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>6.6%</td> <td>17.1%</td> <td>7%</td> <td>16.2%</td> <td>5.4%</td> <td>16.3%</td> </tr> <tr> <td>Pupil Premium</td> <td>10.6%</td> <td>46.7%</td> <td>11.3%</td> <td>33.33%</td> <td>9.6%</td> <td>31.6%</td> </tr> </tbody> </table>		2021/2022		2022/2023		2023/2024			Absence	Persistent Absence	Absence	Persistent Absence	Absence	Persistent Absence	Whole School	6.6%	17.1%	7%	16.2%	5.4%	16.3%	Pupil Premium	10.6%	46.7%	11.3%	33.33%	9.6%	31.6%
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5	<p>Lack of cultural capital - some children have restricted access to extra-curricular activities due to financial constraints.</p>																												
6	<p>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.</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
1. <i>Disadvantaged children develop 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.
2. <i>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.
3. <i>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. - Children read a wide range of texts.
4. <i>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. - Children are happy when at school. - Children have someone to talk to when needed.
5. <i>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.
6. <i>Children have the relevant support in class and within evidence-informed interventions to ensure they</i>	<ul style="list-style-type: none"> - Gaps identified - Targeted support in classrooms - Quality first teaching. - Whole school intervention groups.

<i>can make accelerated progress.</i>	
7. <i>All children enjoy coming to school and develop strategies to regulate their emotions.</i>	<ul style="list-style-type: none"> - Children engage in the wellbeing council - Staff are supported by a trained member of staff who has engaged in the Lead Mental Health Wellbeing training - Children have access to support through the Learning Mentor programme, drawing and talking and counselling if required.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation and embedding and staff training of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure all staff have received training to deliver the ELS phonics scheme effectively.</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 - 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 - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Create a positive reading culture across all curriculum areas.</p> <p>New proposed initiatives:</p> <ul style="list-style-type: none"> - Book vending machine. 	<p>EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.</p>	1, 2
Makaton training	<p>Rowlands (2021) identifies:</p> <p>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.</p> <p>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</p>	3

	<p>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 – Oral language interventions consistently show positive impact on learning, including high quality small group interventions</p> <p>EEF – Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Ongoing CPD throughout the year where required.</p> <ul style="list-style-type: none"> - TPP 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	

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

Budgeted cost: £8435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group and 1-1 tuition</p> <p>(Year 6 - TL & MB)</p> <p>(Year 5 - JC)</p> <p>(Year 4 - CW & MR)</p> <p>(Year 3 - DS & LC)</p> <p>Part funded through the NTP.</p> <p>60% NTP</p> <p>40% PP</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>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>	2, 3, 6
<p><i>Additional learning mentor hours to support the emotional regulation for all children</i></p> <p><i>(January 2024)</i></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>	4

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

Budgeted cost: £10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling, learning mentors, drawing and talking.</i>	<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> <p>EEF – Social and emotional learning strategies. Teaching and learning toolkit.</p> <p>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.</p>	4
<i>Subsidised Music tuition, trips, clubs, school uniform, swimming, lunches & transport</i>	<p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>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.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	1,5
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school)	<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> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<i>Development and implementation of a well-being council and opportunities to support the social, emotional and behavioural needs.</i> - SMHL Training	<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>	4
<i>To improve the quality of social and emotional learning.</i>	<p>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.</p>	4

	<p>EEF – Social and emotional learning strategies.</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>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>(JB Wednesday pm wages)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <ul style="list-style-type: none"> - The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance. 	4
<p>Provide support and guidance for parents in a range of current issues.</p> <ul style="list-style-type: none"> - Parent workshops - No Outsiders 	<p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN’S LEARNING</p>	4
<p><i>Develop and enhance the provision for our Young Carers.</i></p>	<p>The Youth Service have published the potential mental health, physical, social, financial and educational impacts that Young Carers may experience which include but are not limited to:</p> <ul style="list-style-type: none"> ● Social: Unable to attend after school clubs, such as football, dance, scouts ● Educational: missing days at school, lower educational attainment. ● Mental Health: anxiety, depression, isolation, low self-confidence, etc. ● Physical: unhealthy diet, lack of sleep, lack of time to exercise. ● Financial: unable to buy new school clothes, unable to afford after school activities. 	4
<p><i>Contingency fund for acute issues</i></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: £21,135

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.

We have analysed and reviewed the performance data of our school's disadvantaged pupils during the 2022/2023 academic year using end of key stage performance data, phonics checks, multiplication tests and end of year school based teacher assessment alongside observations, anecdotal evidence and teacher assessments gathered throughout the year.

As it can be seen in the tables below, the schools academic data for our whole cohort, whilst generally on the low side last year, remains significantly above our disadvantaged children. Looking closely at the individuals this impacts is crucial in designing a pupil premium spending strategy that will meet the needs and requirements of our pupils. First and foremost, the attendance of our disadvantaged children continues to be significantly lower than the whole cohort with absence rates and persistent absence rates being around double that of the whole cohort. It doesn't take much analysis to realise that this factor alone is having a significant impact on the disadvantaged childrens' performance data in all assessments carried out (with some anomalies).

Within the last year, the school has experienced a significant increase in child mental health and wellbeing challenges and have put in place the appropriate provision to help support our disadvantaged children through drawing and talking, learning mentoring and counselling. These interventions are making an impact on those children chosen to take part.

Through observations, anecdotal evidence and behaviour and safeguarding reviews, since the introduction of 'Positive Playtimes', significant behaviour incidences are down on last year. Children are more active, are engaging in more physical activity resulting in happier, healthier children. Whilst we understand the importance of engaging as many children as possible in regular physical activity, it is also important to provide spaces for children to relax and unwind. Last year, we dedicated time, resources and finances towards creating 'The Nest' - a space for identified children to utilise before school, at break time, lunchtime and during the school day where appropriate. This space is managed by our SENDCo and pastoral lead. Next year, we will continue to evolve the space to maximise its potential throughout the school day.

The school has also focused on the mental health and wellbeing of our children and staff this past year and will continue to do so next year. The introduction of the wellbeing garden with more exciting projects to come provide calm, relaxing environments for our children to enjoy.

Attendance		
	Pupil Premium	Not Pupil Premium
Attendance	89.7%	94.4%
Unauthorised Absence	3%	1.1%

Authorised Absence	7.5%	5.5%
EYFS GLD		
	Pupil Premium	Not Pupil Premium
Meeting GLD	0%	70%
Key Stage 1 Statutory Assessment (TA)		
	Pupil Premium	Not Pupil Premium
Reading	33%	60%
Writing	33%	56%
Maths	33%	68%
GPS	33%	67%
Key Stage 2 Statutory Assessments		
	Pupil Premium	Not Pupil Premium
Reading	33%	50%
Writing	33%	55%
GPS	33%	41%
Maths	0%	28%
Year 1 Phonics Screening Check		
	Pupil Premium	Not Pupil Premium
	50%	61%
Year 4 Multiplication Check		
	Pupil Premium	Not Pupil Premium
	Average score - 20	Average score - 21

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