



Pupil premium strategy statement 2022-23

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	Staindrop CE Primary School
Number of pupils in school	30/156
Proportion (%) of pupil premium eligible pupils	18.5% (National 20.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	28.09.22
Date on which it will be reviewed	28.09.23
Statement authorised by	S. Whelerton
Pupil premium lead	C. Harland
Governor / Trustee lead	P. Kirkup

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44, 230
Recovery premium funding allocation this academic year	£ 4,350
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	£48,580

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to provide not only funding but focus, setting the achievement for our children from disadvantaged backgrounds as a priority in our school.

- *To close the attainment gap between disadvantaged children and their peers*
- *To use evidence-informed approach to the strategies we use to support disadvantaged children*
- *To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils*
- *To support disadvantaged learners at all levels of attainment*
- *To plan and implement support through a tiered approach:*
 1. *Teaching*
 2. *Targeted Academic Support*
 3. *Wider Strategies*

Challenges

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

Challenge number	Detail of challenge
1	Low engagement in home reading/phonics
2	Impact of school closures during COVID 19
3	Absence and punctuality
4	Home support/engagement
5	Low levels of language and communication skills on entry
6	SEMH of pupils
7	Limited access to wider cultural experiences

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>Early reading and Phonics At the end of year 1 to maintain and continue to reduce the gap between disadvantaged and peers nationally in phonics.</p> <p>At end of KS1 to continue to reduce the gap between disadvantaged pupils and others in reading</p>	<ul style="list-style-type: none"> Maintain and reduce current attainment gap in phonics Screening check <p>In 2019 80% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 4%. National Disadvantaged is 71%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p> <ul style="list-style-type: none"> Maintain current performance of disadvantaged pupils in line with 'others' nationally in KS1 reading SATS <p>In 2019, 80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of +2%. National Disadvantaged is 62%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p>
<p>Impact of school Closures during Covid-19 on attainment and progress of core subjects and Science Disadvantaged children recover lost learning from periods of lockdown in all areas of curriculum and reduce the gap between disadvantaged and others in school and nationally in KS1/ KS2 SATS Reading, writing and Maths</p>	<ul style="list-style-type: none"> Reduce the attainment gap for Disadvantaged children at the end of KS2 <p>In 2019, combined reading, writing & Maths 88% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 51%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p>
<p>Enrich language/ vocabulary development Disadvantaged children improve language and early literacy skills.</p>	<ul style="list-style-type: none"> Maintain and reduce current attainment gap in GLD at the end of EYFS <p>In 2019, 67% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non-Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 56%. Disadvantaged pupils performance better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally and in school</p>
<p>Attendance and absence including those deemed to be persistent absences Attendance and punctuality for disadvantaged pupils improves</p>	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils inline NA

	<ul style="list-style-type: none"> • Gap between attendance for disadvantaged v others does not widen • PA remains broadly in line with NA. Gap between disadvantaged and others closes <p>In 2020-21 disadvantaged attendance was 94.74% compared with others 96.8%.</p>
<p>Emotional well-being and behaviour support of pupils post Covid-19 Disadvantaged children are well-supported with their SEMH</p>	<ul style="list-style-type: none"> • Children demonstrate increased resilience • Reduction in incidents for those children who are receiving emotional well-being interventions
<p>Cultural Capital Disadvantaged children access a broad range of enrichment activities</p>	<ul style="list-style-type: none"> • Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.

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: £ 9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of whole school approach to meta-cognitive strategies e.g. frequent low stakes quizzing</i>	EEF Metacognition and self-regulated learning guidance	2.
<i>Phonics development days 3x per year</i>	EEF KS1 Reading guidance-Strand	1.
<i>Refinement of whole school knowledge rich curriculum with a focus on vocabulary acquisition using whole staff planning days</i>	EEF KS1 Reading guidance-Strand Mary Myatt- The curriculum Gallimaufry to coherence	2. & 5.
<i>Whole-class reading approach underpinned by clearly defined formative assessment practices.</i>	EEF KS1 & KS2 improving literacy program EEF Formative assessment guidance	2.
<i>Training & Implementation of structured guided writing process (sentence stacking)</i>	EEF KS1 & KS2 improving literacy program	2.
<i>Training & Implementation of structured spelling program to address gaps and with frequent revisits previous year group content (interleaving)</i>	EEF KS1 & KS2 improving literacy program	2.
<i>Diagnostic assessment strategies to identify gaps in children's knowledge and understanding</i>	EEF Diagnostic assessment-Evidence insights	2.
<i>Continued use of Accelerated Reader independent reading program KS2</i>	EEF toolkit-AR Evaluation	2.

National College online CPD staff subscription	N/A	2.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily phonics tutoring	Government reading guidance 2021	1.
targeted small group intervention-writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	2.
Implementation of Oral language programmes/ NELI program in EYFS	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	5.
School PSA ½ day Fortnightly	NA	3

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

Budgeted cost: £ 14,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School training for 2x staff members Level 3	New Research – A Longitudinal Study on Forest School summary-Forest School Association	6.
Nurture group staff training and implementation	N/A	6.
Subsidised Breakfast club access and increased staffing	N/A	3.
Access to curriculum enrichment experiences-visits, residential, Staindrop bucket list	Department of Education-My Activity Passport guidance	7. & 5.

<i>Reflection spaces</i>	N/A	6
<i>ABYT Young Leaders Award ks1 & ks2</i>	N/A	5,6, & 7

Total budgeted cost: £48,580

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

Aims:		Outcomes:
A	<p>Early reading and Phonics At the end of year 1 to maintain and continue to reduce the gap between disadvantaged and peers nationally in phonics.</p> <p>At end of KS1 to continue to reduce the gap between disadvantaged pupils and others in reading</p>	<p>80% pp in y1 passed phonics screening check compared to 75.5% others nationally.</p> <p>50% pp achieved expected for reading at end of KS1 versus 68% others nationally. (N.B.only 2 children)</p> <p>N/A</p>
B	<p>Impact of school Closures during Covid-19 on attainment and progress of core subjects and Science Disadvantaged children recover lost learning from periods of lockdown in all areas of curriculum and reduce the gap between disadvantaged and others in school and nationally in KS1/ KS2 SATS Reading, writing and Maths</p>	<p>50% pp achieved expected for reading at end of KS1 versus 88% others in school and 68% others nationally. (N.B.only 2 children)</p> <p>KS2: 86%of pp expected vs 74% all nationally 42% Greater Depth in reading (28% all nationally)</p>
C	<p>Enrich language/ vocabulary development <i>Disadvantaged children improve language and early literacy skills.</i></p>	<p>GLD: pp-67% achieved GLD 2021-22</p> <p>non-pp- 76.9% achieved 2021-22</p> <p>(National 2022-all 65.2%) PP is above others nationally but an attainment gap of 10% between pp and non-pp in school.</p> <p>67% of pp pupils who took NELI intervention for low levels of language achieved GLD.</p>
D	<p>Attendance and absence including those deemed to be persistent absences</p>	<p>93.4% attendance pp 2021-22</p>

	Attendance and punctuality for disadvantaged pupils improves	94.3.% attendance non pp 2021-22
E	Emotional well-being and behaviour support of pupils post Covid-19 Disadvantaged children are well-supported with their SEMH	Feedback from pupil questionnaire shows 100% of pp children feel happy and safe in school most of the time. Behaviour analysis – 7.9% of pp on reflect last academic year. (7% non pp)
F	Cultural Capital Disadvantaged children access a broad range of enrichment activities	83.8% pp uptake on after school on clubs (78.7% non pp) 43.2% % uptake on breakfast club (44.7% non pp) 100% of pp accessed trips/educational visits/residential trips in 2021-22 subsidised by school.

