

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Stilton Church of England Primary Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Years
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Clara King
Pupil premium lead	Helen Smallman
Governor / Trustee lead	Iain Fairlie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50 925
Recovery premium funding allocation this academic year	£4 228
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	£55,153

Part A: Pupil premium strategy plan

Statement of intent

*At Stilton C of E Primary Academy we aim to provide an inspirational education for **all** our children and families of Stilton in which every child is valued and nurtured, regardless of their gender, ethnicity or economic background so that they aspire, flourish through friendship and achieve age related expectations and beyond.*

Challenges

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

Challenge number	Detail of challenge
1	Underperformance
2	Cultural capital
3	Wellbeing, mental health and safeguarding concerns
4	Access to technology and educational materials
5	Parental Engagement
6	Aspiration

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
Gaps in learning are closed between vulnerable pupils and their peers	Data shows that PP children achieve as well, if not better than their peers.
Pupils have a wealth of knowledge(Cultural capital) that they need to prepare themselves for their future success.	Pupils visit other places and have experiences out of school
Pupils have healthy life styles and are able to manage their well being	Pupils are resilient and are happy in school
Aspirations are raised in our pupils	Children talk confidently about their aspirations and future goals
Better parental engagement	Parents will form effective relationships with the teaching staff to support their child's learning.

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: £9 585

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
AfA Programme We will focus on the following: Improving Mental Health Resilience Parental Engagement Improving Aspirations Continue to support Improving TAs performance (MITA)	£9 585 (DHT Costing to support this programme)	<i>'Achievement for All helps all children to learning regardless of their background, challenge or need'</i> Feedback- +8 TAs- +1 Parental Engagement- +3 Aspirations	1 – Underperformance 2- Mental health and well being 5 – Parental engagement 6 - Aspiration
Mental Health Network Meetings	N/A	Staff to disseminate information and share ways to support and improve pupils' well being	1- Mental health and well being

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

Budgeted cost: £ 36 740

Activity		Evidence that supports this approach	Challenge number(s) addressed
HLTA 5 x 1 hour per week	£4 000	HLTA to support Maths classroom teaching in Yr 2-4 EEF+4	1- Underperformance
Level 2 TA 20 hours per week	£14 100	Support of PP pupils in Year 1,2,3 to make good or better progress	1- Underperformance
MDS x 5	£3000		
Challenge and Inclusion TA	£14 840	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF +4	2- Well Being and Mental Health
Resourcing: Purple Mash licence for homework	£600	IT to support learning in the classroom- QFT IT to support homework EEF +2	3- Well Being and mental health
Nessy Reading annual subscription	£200		

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

Budgeted cost: £4 600

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Equal Access to uniform and resources	£200	This enables pupils are fully included and able to access their learning in the same way as non PP children. This has been a barrier to learning in the past.	3 Mental health and well being
Well Being Day in January 2024	£100	Allowing time to teach children about mental health and it's importance is essential in improving mental health outcomes for pupils	3 Mental Health and well being
Supporting PP pupils attend Clubs and extra curricular activities Music lessons Lunchtime Clubs	£1750	Arts and sports provision are +2 on the EEF	3 Mental Health and well being
Supporting PP pupils go on Visits and Residential activities	£200 x 8 £1600	Participating in visits allows pupils to deepen their understanding; It becomes memorable learning. Residentials are vital in allowing pupils to become more confident learners and develop their self esteem. Outdoor Adventurous learning is +4 on EEF	2 Cultural Capital
Aspiration Inspirational Speakers in school	£750	Providing speakers to inspire pupils- it was the highlight last year for many children when we got our author inspirational speaker in to speak to pupils on world book day.	6- Aspiration
Learning Cafes/workshops/Breakfast cafes/ Structured conversations	£200	Parents supporting academic learning +3 EEF	4- Parental engagement

Total budgeted cost: £ £55,153

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 2022-23 academic year.

IMPACT From AfA Programme – this forms the main part of our PP strategy.			
17 pupils formed the AfA cohort during the 2022-23 academic year. Most of the AfA children are in receipt of PP. PP children who are not on the programme are already achieving well. Most of the cohort have made good or better progress since their base line data.			
The number of targeted learners whose progress since their baseline has been:	Less than expected	Expected	More than expected
Reading	2	8	7
Writing		13	4
Maths	4	10	3
The number of structured conversations this academic year:			
31			
Individual impact stories about learners:			
Robin: Year 1 Child A is our big success! On track for reading having been behind at the start of the year. Good communication with Step- Mum who has kept on top of his targets and done everything she could to help him catch up. He is also just much more settled, more confident and happier in school. Rabbit: Year 2 Child B started the year working just below in reading and maths. He is now working just at in both! Writing needs to continue to be a focus for him next year. Child C Although she is still working just below in maths, the gap is closing. She is much more confident in all areas of maths and can work independently in almost every lesson.			

Child D Her confidence has grown so much in every area of the curriculum. She is happier and keen to learn, which is a huge improvement as she had a very negative attitude to learning back in September.

Year 4:

Child E has done really well with her water confidence and swimming. She started the term not wanting to go and wanting to only put her feet in and now she is swimming around and very happy in the water each week.

Child F had been struggling to score above 15 on her multiplication checks and after lots of great perseverance and effort she then achieved a score of 20/25 on the day.

Year 5:

Child G is producing small pieces of detailed writing on a daily basis because he is able to use provided sentence starters and vocabulary prompts to then produce his own writing. has made great progress in his swimming and managed to achieve his 50m award.

Child H is attending well and trying hard in class and is enjoying school. In Maths, he can now use written methods for addition and subtraction with confidence and he has worked hard on his presentation.

Year 6:

All the AFA children have amazed us with the show! Child I knew his song line very early on and knows when to come in on a difficult part. Child J learnt all her lines really quickly and has been performing them without a script for most of the rehearsals. Child K has also joined in well with his parts and Child L has been the same; he has learnt all his lines and has been practising the songs at home too. They have all been so confident.

Academically, Child J has shown she can work hard and her recent Dibels score show she can now read 117 words per minute. (This was 49 words per minute in the Autumn term). She also passed her reading SAT.

Parents

After the Inspiration workshop one parent said, 'The Dreams workshop had a real impact on my Year 6 child- it really inspired them.'

After the workshop about anxiety: 'We had our own little anxiety workshop- all three of my children are keen to share what they have done.'

‘The AfA breakfasts are really useful. It really helps to share ideas.’ ‘My child is much more confident. I am more confident to help them’	
SUCCESES	
What achievements and successes have there been as a result of the planned work this year?	
	Provide a brief statement in the box below
<i>Leadership</i>	Calming Corners: Calming corners have been set up in all classrooms and children are using them to help them regulate so they are ready for learning time. This has been observed on learning walks. New Books have been purchased and shared with staff to support needs. A children’s well being Questionnaire was sent out, analysed and steps addressed in the Autumn term. There have been 1:1 coaching sessions for staff to support mental wellbeing There was resilience training session for staff led by the AfA coach on how to support the improvement of pupil’s resilience. There have been PDMs to discuss – feedback and marking and home learning with a focus on supporting PP pupils
<i>Teaching & Learning</i>	Tutoring- Yr 6 HS and RB delivered weekly sessions to support children (mainly PP/AfA) children in Maths and English Emotional Literacy sessions have been led for numerous children across the school. Many of the children were PP 1:1 9/17 pupils 60% Restructuring of timetable to allow more time to support our AfA/PP pupils. TA support to support learning for PP pupils Well Being week started the year off in January Extra transition for vulnerable pupils in summer term
<i>Wider outcomes</i>	School Funded Visits for PP pupils to: Space Centre

	Duxford Stibbington Swimming Funding allowd pupils to attend the Year 3/4 Residential to Grafham waterAnd the Year 6 Residential to Ironbridge . These were both amazing experiences for the children- most mentioned them in their report comments and /or leaver's speeches Leaver's Hoodie purchased for a PP child Wide Range of after school Clubs that were funded for PP pupils : Gym- 9 PP pupils Choir- 1 PP pupil Basketball- 11 pp pupils Tennis/Badminton -12 PP pupils Multisports 3 pp pupils Cricket/Rounders- 5 PPpupils Street dance- 8 PP pupils Free sports camp places offered during the holidays and taken up by our AfA cohort of pupils Christmas fair- support for PP pupils to go round at the end of the day (taxi children) and tokens given. Our Giving Tree was well supported and gifts were well received by our families that need that extra support. Movie Night/ Disco: Good attendance from AfA/ PP children Non fiction Books purchased as well as SATs practise workbooks for PP pupils Aspirational Dreams workshop a real success- Alison (from Little Bird even came back for a second day free of charge! <i>'It was the best day ever' IDC Year 6</i>
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	<i>'I love that I am unique' AN Year 2</i> <i>'I love that I am part of a family' RT Year 3</i> <i>'I dream to be a singer' IF Year 3</i> Wonderful to see all PP children take part in fully in Year 6 production. OUTSTANDING ofsted grading in the area – Sept 2022
<i>Parental engagement</i>	Breakfast Meetings this term was held around Structured conversations, Anger and Transition. Sessions have been well attended and ideas shared with in the group. Christmas Café learning – 11/17 PP parents/carers attended 77 in total E-Safety Café Learning – 8/17 parents/carers attended 60 in total Maths Workshop: 3/13 PP Parents/carers attended. 13 in total Class assemblies, concerts, Nativity and Christingle – Most PP children had a parent/ carer attend. Where not, TAs stepped in. Sport's Day and picnic- All PP pupils had a parent/carers attend and support them Transition- home calls to PP parents/ meet the teacher

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
NA	N/A

Service pupil premium funding (optional)

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