

Stokesley Primary Academy

Pupil premium strategy statement 2023-24

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 impact that last year's pupil premium spending had within our school.

School overview

Detail	Data
School name	Stokesley Primary Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jaimie Holbrook
Pupil premium lead	Janet Madden
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,585
Recovery premium funding allocation this academic year	£13,313
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139,898

Part A: Pupil premium strategy plan

Statement of intent

The primary intent of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Stokesley Primary Academy to achieve.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, in accordance with DfE guidance.

In order to achieve our aims stated above, we use an evidence driven approach to target our spending and monitor provision to ensure that it has the maximum impact. We have used a range of evidence sources to inform our decision making, including recognising the importance of looking at local factors. We have considered the findings of the Education Endowment Foundation (EEF) in how best to utilise additional funding to meet children's needs and research findings from the Department of Education, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. The research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. The seven areas are as follows:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance

3. High quality first teaching
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

We feel that the recommendations in the EEF guidance documents and teaching and Learning Toolkit underpin these broader areas and these are fundamental to the decisions that we have made when formulating this pupil premium strategy.

This year, schools within the Enquire Learning Trust will benefit from access to the Great Teacher Toolkit, created by Evidence Based Education alongside specific CPD relating to reading, writing and maths.

Our staff will access a wealth of educational research and promote the use of high-quality evidence based professional development materials to enable them to meet the needs of all.

We believe that although we have a designated Pupil Premium lead it is all staff's responsibility to ensure success for all our pupils and is an expectation for all staff in school. We also believe, in line with the EEF guidelines, that the needs of disadvantaged children are best served by high quality first teaching and this is supplemented by targeted support and wider strategies to ensure that children are supported and able to learn.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language deficit, especially in early language acquisition
2	Gaps in key areas of learning
3	Poor reading skills and understanding
4	Lack of parental engagement or skills to support child's education
5	Social and emotional issues affecting learning behaviours
6	Attendance and punctuality
7	Lack of opportunities to widen child's 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
Accelerated progress in reading	Achieve national or above average progress scores in KS2 Reading
Accelerated progress in writing	Achieve national or above average progress scores in KS2 Writing
Accelerated progress in mathematics	Achieve national or above average progress scores in KS2 Maths
% of children passing the Y1 Phonics screening test in line with national	Achieve national or above average expected standard in PSC
Improved attendance	Ensure attendance of disadvantaged pupils is improving over time.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. All curriculum leaders will be released and supported to lead their subject effectively in line with, and in addition to, the Enquire Learning Trust CPD offer for 2023-24.</p>	<p>High quality staff CPD is essential to follow EEF principles. It's vital to have a differentiated professional improvement culture, that invests substantial resource in leadership, teacher and staff development, including research, is securely in place.</p>	<p>1,2,3</p>
<p>To develop a clearly defined curriculum content and knowledge supported by a precise rationale so that all staff will know exactly what to teach, when and why in order to ensure that knowledge is built on, with prior learning underpinning new learning where planned opportunities revisit and retrieve key knowledge to increase children's depth of understanding and learning. Curriculum leaders to hold staff accountable for the quality of their teaching and learning in the subjects for which they have responsibility. Team leaders will hold their teams to account rigorously, removing barriers to ensure quality first teaching for all.</p>		

<p>Continue to purchase whole class texts to further improve provision in whole class reading lessons. Continue to monitor teaching and learning in reading, especially for the lowest 20% of readers, and offer CPD and support where needed.</p>	<p>The 'EEF Teaching and Learning Toolkit' identifies the teaching of reading strategies as adding six months additional on attainment. We feel that this is something that we already do well and is becoming increasingly strong. We feel that having access to quality texts for each child is an important aspect of our provision and, consequently, make use of the Centre for Literacy in Primary Education Power of Reading to ensure that quality texts are purchased and used throughout the school.</p>	<p>2,3</p>
<p>Develop vocabulary throughout the curriculum to narrow the language gap, with reference to EEF research and Launchpad for Literacy research and resources</p>	<p>Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged children (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups. In the EEF Guidance Report 'Improving Literacy' one of the recommendations is to 'Develop pupils' language capability to support their reading and writing.' Ensuring a language rich environment is vital to this approach and research and resources (EEF and Launchpad for Literacy) will be considered when planning our work in this area.</p>	<p>1,2,3</p>
<p>Track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff to account and include a focus on disadvantaged children. These will then be used to inform next steps in teaching for identified pupils and any additional support (social and emotional as well as academic) children may need</p>	<p>Tackling Disadvantage is one of the key drivers and Intelligent analysis and accountability protocols must be engrained in the work of our academy to ensure:</p> <ul style="list-style-type: none"> • There is a constant review of the quality of educational and pastoral provision • That actions being taken are constantly checked so that changes can be made when a better way of meeting need is identified • Data and observational evidence is key to driving swift but carefully focused interventions when pupils are at risk of falling behind or experiencing difficulties 	<p>2,3,5,6</p>

	<ul style="list-style-type: none"> • There is smart use of performance information and pastoral information at whole school, group and individual pupil level <p>All staff must be able to use formative and summative assessments to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£93,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ an HLTA in Y6 Continue to employ a TA to support with PP in Year 5 and Year 6	To allow targeted support in smaller groups in Year 6 and ensure that key marginal children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.	1,2,3
Ensuring high ratios of staff to pupils particularly in EY to allow for a focus on C & L	The EEF EYFS guidance report 'Preparing for Literacy' recommends providing every child—but particularly those from disadvantaged homes— with a high quality and well-rounded grounding in early literacy, language and communication. It focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. We therefore employ additional staff in EYFS to enable more adult/child interaction. This is particularly important to	1,2,3 7

	ensure our younger, disadvantaged pupils have the best possible start with early reading and language development	
Improve targeting and provision for pupils at risk of underperformance through careful deployment of teaching assistants and HLTAs and through the sharing of good practice.	The EEF guidance report on 'Making the best use of Teaching Assistants' recommends using TA's to deliver high quality one to one and small group support, using structured interventions. The evidence shows that this can add three to four months additional progress.	1,2,3

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

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents open days/workshops/class sessions/PTA involvement to increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are equipped with the skills they need to support them. Our attendance officer is a key link when working with the families and ensuring they are able to engage with education	The EEF Guidance Report 'Working with parents to support children's learning' states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.' Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1,2,3,4,6
Enable all eligible children to access residential visits	Through our strong belief that residential can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important. This is particularly important following lockdown, and now during the cost of living crisis, where children had limited experiences	7

	and fewer opportunities to experience time away from immediate family	
<p>Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the attendance officer.</p> <p>Key staff to work positively with children and parents in a variety of ways (ie workshops, competitions, reward sessions) to improve the percentage of overall attendance for the school, reduce the number of persistent absentee families and, consequently, improve the progress and attainment of pupils where lack of attendance is a barrier to their successful learning.</p> <p>Utilise external support agency 'Education Five' to assist in targeting harder to engage families</p>	Data shows that attendance percentages for our PP children is below that of our non-PP children. This is a continued focus for us to try to narrow this gap.	6
Supporting behaviour and conflict whilst providing access to additional sporting activities through the provision of lunchtime sports clubs.	Ensuring that the children have access to quality physical activity is beneficial both physically and mentally. Organised sport supports this alongside ensuring pupils have a successful lunchtime and don't have issues that can impact on learning later in the day.	5,6,7
Provide pastoral support to those who require support with their mental health, including access to counselling services.	Children will have access to specialist services and support within school to help them regulate their behaviour, this includes a range of mindfulness and meditation techniques.	4,5

Total budgeted cost: £145,500

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.

As a result of the actions implemented in line with the 2022/23 action plan, the following was achieved:

Staff have accessed relative CPD to enhance the curriculum offer.

Curriculum has been updated and reviewed in light of supporting our disadvantaged pupils.

Focus on attendance has established some robust systems and establish relationships with key families.

Outcomes for disadvantaged pupils in Early Years have improved.

Phonics outcomes remained below national outcomes for our disadvantaged pupils and as a result continued work with the English Hub will focus on this.

Outcomes for disadvantaged pupils in reading, writing and maths is inconsistent across year groups –ensuring this is consistent across all year groups is now a priority.

Disadvantaged pupils' outcomes are below national average in reading, writing and maths at KS2, in some cases this is caused by lack of consistent attendance and is particularly true for some of our ethnic groups. This remains a focus for next year.

Further personal development opportunities have been provided for all children and they have experienced school trips and visits, including a residential experience.

A greater focus on working with the community is beginning to have an impact on the engagement parents / carers have with school.

