

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium 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	Streethay Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	21.3% PP (42 not including military) 17.7% FSM (35) 3.5% LAC/PLAC (7) 1.5% MILITARY (3)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2025
Statement authorised by	Stuart Taylor Headteacher
Pupil premium lead	Stuart Taylor Headteacher
Governor / Trustee lead	Phillip Greenfield, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,810

Part A: Pupil premium strategy plan

Statement of intent

We are fiercely inclusive and have high aspirations for all of our children. We aim for all children to thrive, reach their potential and succeed regardless of status. Our pupil premium approach is authentic to our mission to 'nurture, inspire and prepare' all of our children for their next step and we believe in an equitable approach to provision.

High Quality Teaching Adaptive Teaching

At the forefront of our approach is high-quality teaching as without doubt this has had the largest demonstratable impact upon progress for all learners. This approach relies on teachers knowing their children very well, identifying gaps and adapting teaching to promote progress. Enhanced resources, CPD and curriculum support will be used to ensure our teaching staff demonstrate the highest inclusive standards. Where whole school data and feedback indicates adaptations are needed with in specific subjects, funding will be used to develop these areas.

Focus areas curriculum: Reading and Writing

Focus area pedagogy: use of technology for adaptive teaching

Targeted Support

Alongside high-quality teaching sits targeted support. This will take the shape of evidenced based catch up and keep up interventions. These will be used to address gaps in knowledge, to promote confidence and therefore independence. Targeted support will be focused on ensuring disadvantaged pupils achieve their potential and therefore, may include opportunities to work at depth working.

Focus areas: Phonics catch up, reading fluency, speech and language support

Tutoring: Writing and Spelling

Wider Approaches

It is our aim that disadvantaged children and families feel fully involved in our community. Wider approaches will be identified annually and will include support with access to enrichment activities, attendance and uniform. Provision for social emotional and mental health will also be developed as a priority.

Focus areas: SEMH and Family Support

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Automaticity and Fluency</p> <p>Assessments, observations, and outcomes indicate that pupils struggle to develop fluency and automaticity within core skills. This impacts upon cognitive load and therefore each child's capacity to assimilate new knowledge. In particular, we notice an impact on the mechanics of reading, arithmetic and mental processing and transcription (spelling, grammar and handwriting).</p>
2	<p>Communication, Language and Oracy</p> <p>Assessments, observations, and discussions with pupils indicate under-developed 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.</p>
3	<p>Social Emotional and Mental Health Wellbeing</p> <p>Our assessments and qualitative data, including discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Enrichment and Life Experiences</p> <p>Pupil voice and parent feedback indicates that disadvantaged learners may be less able to participate in extracurricular and enrichment activities due to financial barriers. Reduced life experiences can have a negative impact upon wellbeing and engagement.</p>
5	<p>Attendance and Pupil Premium</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been up to 4% lower than for non-disadvantaged pupils. Whilst this is much lower than the national average, we are ambitious for all learners and would want to close this gap.</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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, particularly by the end of the Early Years. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve attainment of all pupils the end of KS2 in maths, reading and writing.	KS2 outcomes in 2024/25 show that disadvantaged children achieve in line with peers in all subjects. Minimum expectation: 80% of disadvantaged pupils met the expected standard.
To further improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • sustained involvement with extracurricular clubs for disadvantaged learners
To sustain and further improve attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • No attendance gap between disadvantaged and non-disadvantaged learners. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% also.

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: £20,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>Further implementation of Tales Toolkit oracy approaches to support the development of communication and language skills in EYFS.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Communication and Language Approaches</p>	1 and 2

<p>Synthetic Phonics Programme</p> <p>Purchase of further resources and CPD linked to our DfE validated Systematic Synthetic Phonics programme <i>Little Wandle Letters and Sounds</i>.</p> <p>Teaching assistant deployment</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Little Wandle Letters and Sounds has been developed by our local English Hub and validated by the DfE.</p>	<p>1 and 2</p>
<p>Adaptive Teaching – Use of Technology</p> <p>Purchasing additional iPads, pens and headphones in particular.</p> <p>Purchasing APPs to impact upon pedagogy, assessment and support accessibility e.g. Showbie, Socrative, Explain Everything.</p>	<p>EEF research indicates technology used correctly can have a positive impact on assessment and feedback, pupil practice and teacher modelling.</p> <p>EEF Digital Technology Recommendations</p>	<p>1, 2, 3 & 4</p>
<p>Assessments</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £26,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 2+ Phonics Fluency Programme</p> <p>This will include resources, materials and training to support the</p>	<p>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:</p>	<p>1 and 2</p> <p>4 hours a week 7 TAs</p>

<p>implementation of Year 2+ Phonics Fluency and SEND Programme</p> <p>Teaching assistant deployment</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Little Wandle Letters and Sounds has been developed by our local English Hub and validated by the DFE.</p>	
<p>Structured Spelling Intervention</p> <p>Implementation of 'Spelling Bee' groups with direct instruction and repeated practise of set words. Word lists to be matched to the curriculum and progress tracked over time.</p> <p>Staffing, CPD and rewards</p>	<p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	<p>1</p> <p>1 hour a week for 7 TAs</p>
<p>Communication and Language</p> <p>Early assessment and intervention to continue across EYFS.</p> <p>Teaching assistant deployment for Welcomm interventions.</p> <p>Specialist Speech and Language Therapist Service.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Communication and Language Approaches</p>	<p>1</p> <p>1 hour a week for 7 TAs</p>
<p>Online Tutoring for Maths</p> <p>Online tutoring focusing on disadvantaged learners within a specific class (Year 5).</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from group tuition. Low attaining pupils are particularly likely to benefit.</p> <p>EEF Tutoring Evaluation</p> <p>Making a Difference with Effective Tutoring EEF</p>	<p>1</p>

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

Budgeted cost: £22567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social Emotional Support/Family Support</p> <p>Employ a family support worker to support children and families with mental health and emotional wellbeing.</p>	<p>The EEF’s guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. However, quality SEL interventions develop protective factors for mental health.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Educational Visits/Extra-curricular</p> <p>Organise and subsidise extracurricular visits and enrichments to ensure access for disadvantaged learners.</p>	<p>There is a whole host of research and evidence that participation in extra curricular activities. Such as; drama, arts, music or physical impact upon engagement with learning. When surveyed parents report that access to clubs out of school can be restricted because of financial barriers.</p>	4/5
<p>Family Support Services and Educational Welfare</p> <p>Sustain and further enhance family support services that support hard to reach families. This will support attendance and engagement with the community.</p>	<p>Families within our community experience a range of issues but are often unlikely to engage with local authority/local services through fear of failure. Enhancing the schools offer and liaison with hard to reach families will support parents accessing the help they need.</p>	5

Total budgeted cost: £70810

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 2023 to 2024 academic year.

£53,390

Attainment Data Expected or Above	Pupil Premium					
	Reading		Writing		Maths	
KS1 Result	3/6	50%	4/6	67%	4/6	67%
KS1 National 2023	54%		44%		56%	

Please note this data includes all children that are categorised as Pupil Premium.

Comments

- Disadvantaged attainment data for KS1 is above national in Writing and Maths. Reading is slightly below and indicates a continued focus on targeted reading strategies is justified. Next step: Continue to strive for disadvantaged attainment outcomes to be above national and inline with all groups of learning at Streethay (80%+).

Strengths

- Little Wandle Letters and Sounds implementation continues to be a high cost. This included CPD, books, resources and teaching assistant deployment. This has made a huge impact on Early Reading and Phonics provision with 80% or more children in every class on track with reading and 87.5% pass rate on the phonics check. Next step: continue to invest in resources to support the implementation of the SEND programme.
- A Family Support Worker was employed and this along with training this was a high cost. The work of the family support worker has made a significant impact on a capacity to carryout early help. Strategic focuses implemented by the Family Support Worker has increased agency, parent and pupil engagement.
- We have continued to employ an external Speech and Language Therapist and this has supported teaching staff to understand pedagogy and promote communication and language within the classroom environment.
- PP attendance for the last academic year (2023-24) was lower than the previous year (2022-23). However, year to date (November 2024) PP attendance is 95.94% which is higher than the previous year 91.84% and the national figures.

Developments

- Targeted maths interventions within a specific year group.
- SEND programme and staff CPD for implementation for Little Wandle reading intervention.
- Bespoke Spelling Bee programme to implement fluency practise on appropriate word lists.

Externally provided programmes

Programme	Provider
External Speech and Language Therapist	Chatterboxes
Synthetic Phonics Programme	Little Wandle Letters and Sounds
Educational Welfare Service	VIP Education
Early Language Assessment and Intervention Tool	Wellcomm
Maths Intervention	Third Space Learning