

Pupil premium strategy statement

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 | Stickney C of E Primary School |
| Number of pupils in school | 132 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Rachael Cotton Executive Headteacher |
| Pupil premium lead | Amy Crossland Executive Deputy Headteacher |
| Governor / Trustee lead | Lisa Spring Vulnerable Pupil Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £51,245 |
| Recovery premium funding allocation this academic year | £ 5,800 |
| 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 | £57,045 |

Part A: Pupil premium strategy plan

Statement of intent

At Stickney Church of England Primary School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, and who are not eligible for the Pupil Premium.

School leaders across our federation are committed to ensuring that all of our disadvantaged pupils, including those who are more able receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by each financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data and made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Assessments, observations, and discussions with pupils indicate underdeveloped 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> |
| 2 | <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> |
| 3 | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to weaker emotional literacy and social deficit caused by isolation during lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 15% of pupils (35% of whom are disadvantaged) currently require additional support with social and emotional needs, with 85% (30% of whom are disadvantaged) receiving small group interventions.</p> |
| 4 | <p>Our attendance data indicates that as a group, attendance among disadvantaged pupils has been up to 6.25% lower than for non-disadvantaged pupils over the last two years.</p> <p>22–29% of disadvantaged pupils have been ‘persistently absent’ compared to 12-17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</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 |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved writing attainment amongst disadvantaged pupils. | KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |

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: £ 19,015

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of NFER standardised 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>Education Endowment Foundation recommends use of standardised tests as used in our school such NFER. The reliability of NFER assessments is mentioned in the recently published EEF: A systematic review of standardised measures of attainment in literacy, mathematics mathematics, and science</p> | 1, 2, 3 |
| <p>Continue subscription to RWI Phonics school portal to ensure the continued implementation of the school's chosen DfE validated Systemic Synthetic Phonics programme</p> <p>We will continue to fund Phonic Lead release time to monitor</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> | 2 |

| | | |
|--|--|---------|
| <p>and embed RWI Phonics across the federation and work alongside the Witham St Hughes English Hub team as a Wave 3 Partner School.</p> | | |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 2 |
| <p>Purchase of resources and materials to implement a consistent approach to the teaching of writing across the school – Jane Considine ‘The Write Stuff’. Training for staff on how to adopt the chosen approaches.</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit</p> <p>TDT research (drawing on Sutton Trust 2014)</p> <p>Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF)</p> | 1, 2, 3 |
| <p>Continuing to assess oral language and early literacy skills and embed use of the NELI intervention for children who are identified as having below average language skills.</p> | <p>Evidence taken from Nuffield Early Literacy Intervention (NELI) EEF Evaluation Report demonstrates that children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI. Children who received the NELI programme made the equivalent of two</p> | 1, 2, 3 |

| | | |
|--|--|------------|
| | additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills (as measured by the digital application LanguageScreen). Children who received the NELI programme with English as an additional language (EAL) made the equivalent of three additional months' progress in language skills compared to EAL children who did not receive NELI. | |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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</p> | 1, 2, 3, 4 |

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

Budgeted cost: £ 30,160

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional RWI Phonics Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Witham St Hughes</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> | 1, 2 |

| | | |
|--|---|---------|
| English Hub as a Wave 3 Partner School. | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Facilitating school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |

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

Budgeted cost: £ 7,870

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Curriculum focus on, and teaching assistant time allocated to, the social and emotional learning and wellbeing of pupils. | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year. | 3 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |

| | | |
|--|---|------------|
| <p>appointing attendance/support officers to improve attendance.</p> | | |
| <p>Contingency fund for acute issues.</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> | <p>All</p> |

Total budgeted cost: £ 57,045

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1% higher than their peers in 2021/22 and persistent absence 5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 |
|--|--------------------------|
| Accelerated Reader | Renaissance |
| White Rose Maths | Trinity MAT |
| Read, Write, Inc Phonics – new version | Oxford Owl - Ruth Miskin |
| Power Maths | Pearson |
| Literacy Shed Plus | Education Shed |
| 1Decision | 1Decision |