

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stanbridge Lower School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Governing Body of Stanbridge Lower School
Pupil premium lead	R Godwin Head Teacher
Governor lead	Veronica Clark

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,040
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£ 43,040 plus recovery prem tbc

# Part A: Pupil Premium Strategy Plan

## Statement of intent

All maintained schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is designed to allow schools to help disadvantaged pupils by improving their progress.

At Stanbridge through this Pupil Premium Strategy we aim to

- Enhance the learning of disadvantaged children through providing them with excellent teaching that reduces the attainment gap
- Provide targeted learning interventions for children which address specific gaps in learning, showing impact on progress and attainment.
- Enrich the learning of disadvantaged children by providing them with activities, clubs and experiences that enhance their ability to engage with learning

At Stanbridge we recognise school leaders are best placed to assess their pupils' needs and use the funding to improve attainment. We draw upon the research from the Education Endowment Foundation and used a tiered approach to our strategy.

1. Teaching: providing quality teaching to disadvantaged children ensuring staff teach with a consistency across the school and the quality of education is supported through targeted staff training and resources.
2. Targeted Support: we provide specific interventions, 1-1 and small group support and family support holding progress meetings frequently to assess and address the needs of disadvantaged children.
3. Wider Approaches: we provide a range of non academic support, activities and clubs for disadvantaged children to provide support that impact on successes at school such as family support, support with attendance, breakfast club, Pegasus Award, lunchtime clubs, cookery classes, support with trips and clubs etc.

## Recovery Premium

At Stanbridge through the use of Recovery Premium we aim to

- Enhance the learning of disadvantaged children through providing them with small group, learning particularly in phonics and reading
- Provide targeted learning interventions for children with specific gaps in learning to show impact on progress and attainment.
- To help close the education gap between disadvantaged and vulnerable pupils and their peers.

## Challenges

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

Challenge number	Detail of challenge
1	<i>To improve attendance and reduce persistent absence</i>
2	To improve progress in phonics
3	To improve progress in writing
4	To improve progress in reading
5	To ensure children's emotional well-being is supported well

## 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.

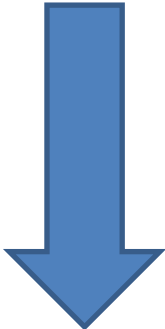
Intended outcome	Success criteria
Improve attendance of Traveller children	<p>To improve attendance so that each child's attendance is above 95%.</p> <p>Families engage with the Family Liaison Officer when they are travelling and know travelling is only authorised for work reasons.</p> <p>Reduce the amount of fixed term penalties for parents who have had children who have 10 missed sessions in the past 12 weeks by 10%.</p>
Improve progress in phonics for pupil premium children	<p>Pupils eligible for pupil premium make good progress in phonics when their attendance is good.</p> <p>Year 1 children are on track to pass the Phonics Screening Test</p>
Improve progress in writing for pupil premium children	<p>Pupils eligible for pupil premium make good progress in writing when their attendance is good.</p>
Improve reading progress for pupil premium children	<p>Pupils eligible for pupil premium make good progress in reading when their attendance is good.</p>
Children's emotional wellbeing is supported to improve learning outcomes	<p>Pupils eligible for pupil premium have their emotional well-being needs identified early, appropriate support provided so that learning can be focused on.</p> <p>Pupils are engaged with extracurricular activities to develop sense of emotional well-being and achievement developing perseverance, resilience and self esteem</p>

### **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)**

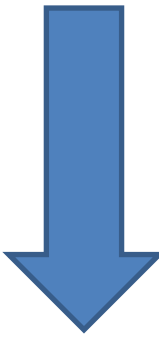
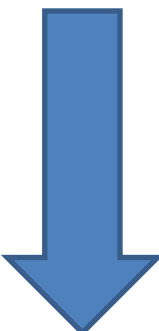
Budgeted cost: £ 1540

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
CPD for staff <ul style="list-style-type: none"> <li>• Refresh talk for writing techniques with LSA staff</li> <li>• Refresh teaching of phonics approach with all staff</li> <li>• Train staff to use Phonics Tracking Programme.</li> <li>• Subject Leader lesson observation, learning walk and book monitoring sessions to review learning and provide staff with detailed feedback on how to support disadvantaged learners</li> </ul>	EFF Tier 1 approach to provide quality ongoing CPD to staff so teaching can be consistent and to a high quality.  Subject Leaders can steer learning and provide specific support for teachers about disadvantaged learners.	1,2,3,4  

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

Budgeted cost: £ 22,000

<b>Activity:</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
------------------	---	--------------------------------------

<p>To ensure phonic knowledge is retained and embedded in children’s learning. Continue to teach phonics 3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</p> <p>To track progress in phonics across the year for each year group. Purchase Phonics Tracker for all KS1 and some KS2 children.</p> <p>Continue to send home phonics homework for KS1 children and spelling homework books for KS2 children. Give children who have no one to support homework in the home environment time to complete work in school with an appropriate adult.</p> <p>Phonics interventions to take place lead by the SENDCo. LSAs to support phonics interventions across the day.</p> <p>To provide catch up phonics lessons for mobile children</p> <p>Provide LSA support in classrooms to help support learning of phonics.</p>	<p>See above plus...</p> <p>EFF toolkit tells us the systematic teaching of phonics can at +4 months to a child’s learning.</p> <p>Improving Outcomes for GRT Pupils.gov.uk and DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003. States children should learn little but often to improve recall and retention skills.</p> <p>Our experience of working with mobile pupils and internal assessments tell us that highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning.</p> <p>Our experience of working with mobile pupils and internal assessments tell us that the highly mobile pupils or pupils have been mobile in the previous years have big attainment gaps in learning.</p> <p>Our experience of working with mobile pupils and internal assessments tell us that the understanding of phonics, application of phonics in reading, writing and spelling for mobile pupils are significantly lower than their peers at whatever point of entry into school.</p> <p>However for some mobile children who have been dual registered and attended school regularly the attainment gap is not so wide and progress can be more significant in reading and writing.</p> <p>In some cases parents cannot support the teaching of phonics at home because they have no reading or writing skills and in some cases have very or little academic history of attending school. In these instances parents say they cannot support the learning of phonics, reading and writing at home and in some cases they rely on older brothers or sisters to support with reading and writing.</p>	<p>2</p> 
<p>Provide an Intervention Teacher to work with children each morning 1-1 or in small groups focusing on gaps in learning.</p> <p>Engage Pupil Premium children in using Talk for Writing techniques to add more content to their writing through the use of story mapping.</p> <p>Teachers use model spine texts to model and demonstrate expectations and set standards for writing.</p> <p>In Reception use Hygge</p>	<p><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF Attainment Gap Report</i></p> <p>Using Pie Corbett’s process of Talk for Writing, children <b>build up a bank of texts</b>, both fiction and non-fiction which they learn orally. They can then tell the stories fluently, can discuss and evaluate the stories, and they gain a bank of vocabulary from which they can utilise to create their own written pieces of writing.</p> <p>Our assessments of children’s writing tell us that over a period of time children’s writing shows good progress.</p> <p>Work by Vivien Gussey Paley use of Helicopter</p>	<p>3</p> 

<p>approach to learning and Helicopter story techniques to develop expressive language in storytelling and teacher modelling writing. This will encourage mark making in the early years. They experiment with simple talk for writing techniques.</p> <p>Children will work towards their writing ELG through taking part in exploring their environment, engaging with their environment and becoming independent in using and applying their basic phonic knowledge to building words and writing within their play</p> <p>Provide LSA support to support writing progress in lessons.</p>	<p>stories to develop expressive language and story telling in children has been used successfully go develop children’s language and writing</p> <p>Links to discovery learning. Stressed by Friedrich Froebel who believed learning should be natural, organic and ever changing. When care is applied to a child’s surroundings children can be guided and inspired and the simplest of spaces can become a haven of play and learning.</p> <p>Anna Ephgrave – Discovery learning says ...Children are born with a natural desire to explore and learn and practitioners can support them in this. We do this by creating an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience</p> <p>EEF Toolkit: Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> <li>• cognition – the mental process involved in knowing, understanding, and learning;</li> <li>• metacognition – often defined as ‘learning to learn’; and</li> <li>• motivation – willingness to engage our metacognitive and cognitive skills.</li> </ul>	
<p>To improve progress in reading...</p> <p>Use interventions across the year to address gaps in learning.</p> <ul style="list-style-type: none"> <li>• Target reading groups</li> <li>• Extra reads with LSA/volunteers</li> <li>• Extra read with class teacher</li> </ul> <p>Provide LSA support in classrooms to support reading when children are learning.</p>	<p><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF Attainment Gap Report</i></p> <p>The EEF toolkit tells us....<i>On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	<p><b>4</b></p>

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

Budgeted cost: £ £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance:	Children who have huge gaps in learning through	1,2,3,4,5

Family Liaison Officer (FLO) to work with families to reduce the number of fixed term penalties needed because of missed sessions.

FLO to track attendance weekly and contact the parents of children who are not in school emphasising the importance of education and how parents will be fined for non attendance. Explain expectation for attendance is 95% for the academic year.

FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance.

Reduce the amount of fixed term penalties for parents who have had 10 missed sessions in the past 12 weeks by 10% by hold attendance panel meetings across the year raising the profile of

- the importance of gaining 200 attendance sessions.
- Only travelling for work related reasons
- Asking for proof of travelling for work related reasons
- Dual registering whilst travelling

FLO and Head Teacher to hold attendance meetings with parents discussing in detail their child's attendance and how this impacts on their attainment and progress

Head Teacher and Flo to work with access and inclusion, traveller education and EWO to raise the attendance of children who are missing education.

Head Teacher and FLO to support to families and children both outside and inside of school to support social and pastoral needs relating to non-attendance at school.

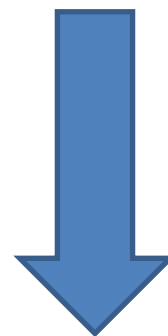
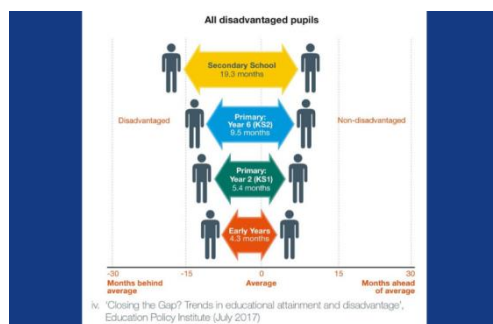
persistent absenteeism don't make as much progress as their peers or attain ARE at the end of each year. Evidence is shown in the report listed below...

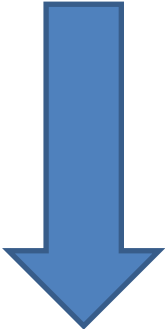
### **Education Endowment Foundation – Attainment Gap Report**

*From Early Years to GCSE The gap in outcomes between those students from the least well-off backgrounds and their classmates is already evident by the time they begin school, aged 5.*

*Over the next 11 years of full-time education, it worsens. The chart, right, using data from the Education Policy Institute, shows the gaps between disadvantaged pupils and all others, converted into an estimate of months, and how these grow from age 5 to 16:*

- there is a 4.3 month gap at the start of school between disadvantaged children and their classmates;
- this more than doubles to 9.5 months by the end of primary school; and
- then more than doubles again, to 19.3 months, by the end of secondary school



<p>Ensure pupil premium children are supported emotionally developing resilience, perseverance, and a positive self-esteem.</p> <p>Provide financial support for clubs, trips, residential field trip</p> <p>Provide a Breakfast Club where breakfast costs are subsidised.</p> <p>Provide Lunchtime Club ran by a qualified Nursery Nurse to support children who need 1-1 support or small group support at lunchtimes.</p> <p>Run the Pegasus Award for Year 3 and 4 children</p> <p>Provide specialist cooking classes for children in Yr3/4</p> <p>Provide specialist cooking classes for children in Yr 1/2</p> <p>Provide Ukelele Lessons and Singing lessons for children in Yr 3/4</p>	<p>EFF toolkit tells us – <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. The evidence suggests that the impact is greater for more vulnerable students.</i></p> <p>It also tells us that on average pupils social and emotional activities can have a 4+ impact on children's overall learning.</p>	<p>5</p> 
---	--	--

**Total budgeted cost: £ 43,040**

## Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide interventions to support the development of phonics and reading particularly focusing on disadvantaged children and SEND</p>	<p>Taken from <i>EFF Guide to Pupil Premium</i></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the</i></p>	<p>1,2,3</p>



	<p><i>effects of the pandemic.</i></p> <p>The EFF - SELECTING INTERVENTIONS states ..... <i>Evidence insights says interventions are the most effective when they include the following common elements of effective interventions</i></p> <p><b>T</b>iming: Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).</p> <p><b>A</b>ssessment : Assessments are used to identify pupils, and guide areas of focus and to track pupil progress.</p> <p><b>R</b>esourcing: The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.</p> <p><b>G</b>ive it Time: Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).</p> <p><b>E</b>xpert Delivery: Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed</p> <p><b>T</b>eacher Links: If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.</p>	
--	--	--

**Total budgeted cost: £ 4640**

## 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 2020 to 2021 academic year.

See previous assessment at [www.stanbridge.beds.sch.uk](http://www.stanbridge.beds.sch.uk) click on Pupil Premium link and then

#### **All targets**

The success criteria was met partially in the autumn term with children making good progress across the term, if their attendance was good. Remote Learning was used across the Spring Term during the school closure period. Remote learning was much more focused following DfE guidance so the children who accessed this consistently made progress. Some children did not access remote learning as well as others, so their progress was less than other children across the spring term. These children were monitored closely by the Head and FLO giving extra support, encouragement and family engagement across this period to ensure children were accessing learning. £1000 of pupil premium money was used to purchase meal vouchers for families who were struggling during the school closure period and before the government vouchers were introduced.

#### **Improve progress in writing for pupil premium children**

In year writing progress across the year showed all children made progress from their baseline assessments. Some children made significant progress across the year. Attainment shows a proportion of children reached age related expectations with a larger than normal group (due to school closure) of children attaining just below their age related expectations. This shows their gap in learning. Strategies used eg Talk for Writing, Helicopter stories and the Hygge approach in Early Years have all had a positive impact on progress in writing across the year. Interventions, writing workshops, tracking attainment and progress, progress meetings and catch up programmes have all contributed to children making good progress in writing across the year.

#### **Improve progress in reading/phonics for pupil premium children**

Pupils have made good progress in phonics from their baseline assessments across the year. Subject leadership in this area is strong and progress across the year has been tracked for all vulnerable groups of children in receipt of pupil premium. The teaching of phonics remains strong with phonics taught in short sessions x3 daily. This has improved recall and application of phonics in reading and writing. Phonics homework for all KS1 and spelling homework for KS2 continues to have a good impacts and supports overall phonic development. This continues to have a good impact on the development of reading.

#### **Increase attendance for pupils eligible for pupil premium**

The FLO role in school has continued to have a significant impact on attendance across the year. The pastoral, welfare and emotional wellbeing support given by the FLO to families in receipt of PP across this year with the impact of school closures and COVID has also been significant. Families have been supported in all sorts of ways across the year and this has directly and indirectly impacted positively on the attendance of children at school and on how families have accessed remote learning. All of the

objectives listed above have been actioned during the year with a positive impact on making attendance at school the best it could be for cohorts of children, their lifestyles and taking into account school closures.

**To support the emotional wellbeing of pupil premium children**

All of the strategies had a positive impact on children when they returned to school each time after a school closure period. Other strategies were also introduced eg books were purchased called The Journey which discussed how a little boy focused on changes in the world. In September when children return to school this was used to focus discussions around changes that the children had been through across the COVID year. All children took part in gardening activities on their return to school after the spring school closure period. These meant children were working with their teacher and class on a team plant. They watched their veg grown and then harvested them to take home for their tea. The Boy, The Fox, The Mole and The Horse were purchased for each class to help them talk and discuss their feelings. This had a good impact on children and they were better able to raise their concerns. The residential trip did not take place due to COVID restrictions. Pegasus was used to raise self-esteem and focus the children in on their own development and self-esteem. Pupil premium benefitted from cooking lessons and reduced cost for breakfast and after school clubs. Yr 3 and 4 all learnt how to play P BONES with a professional musician.

**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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Engage Pupil Premium children in using Talk for Writing techniques to add more content to their writing through the use of story mapping.</p> <p>Teachers use model spine texts to model and demonstrate expectations and set standards for writing.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>In year writing progress across the year showed all children made progress from their baseline assessments. Some children made significant progress across the year. Interventions, writing workshops, tracking attainment and progress, progress meetings and catch up programmes have all contributed to children making good progress in writing across the year.</p>

## Further information (optional)

*To roll the Hygge approach out across the school where child are learning to self-regulate, explore and engage with nature and the world around them and to support metacognition we are investing in training to add Forest Schools to part of the curriculum. This will help to support the learning of disadvantaged children. All children will be given opportunities in the Forest School approach.*

- *Forest School training for x 4 teachers at Level 3*
- *Forest School training for x 2 other staff members at Level 2*

*The Senior Teacher who works in the Reception class is trained to deliver the Hygge approach to learning. It is a word that describes peace, tranquillity, calmness and friendship. Reception promotes a nature based approach to learning, developing children's natural curiosity and desire to learn. Lots of learning takes place outside in the natural environment. This supports disadvantaged children when they enter school to engage in play and learn in an environment that is centred around the child and their previous experiences of the world.*