

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	Stanbridge Lower School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	Oct 2023
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	£ 33,240
Recovery premium funding allocation this academic year	£ 3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 36,575

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, in-class support
- 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 and writing
3	To improve progress in reading
4	To address gaps in learning in maths
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.

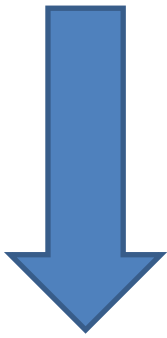
Intended outcome	Success criteria
Improve attendance of Traveller children	To improve attendance so that each child's attendance is above 95%. Families engage with the Family Liaison Officer when they are travelling and know travelling is only authorised for work reasons. Reduce the amount of fixed term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

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.

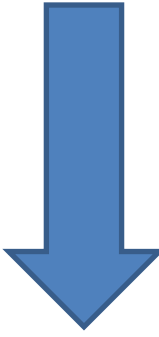
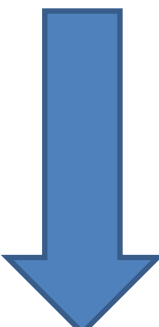
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff</p> <ul style="list-style-type: none"> ● Refresh talk for writing techniques with LSA staff ● Refresh teaching of phonics approach with all staff ● Train staff to use Phonics Tracking Programme. ● 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 ● Subject Leader and Head attend Enigma Maths Mastery Programme and disseminate to staff ● Subject Leader to lead training using White Rose Maths CPD package refreshing use and application of maths strategies with staff. 	<p>EFF Tier 1 approach to provide quality ongoing CPD to staff so teaching can be consistent and to a high quality.</p> <p>Subject Leaders can steer learning and provide specific support for teachers about disadvantaged learners.</p>	<p>1,2,3,4</p> 

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

Budgeted cost: £ 22,000

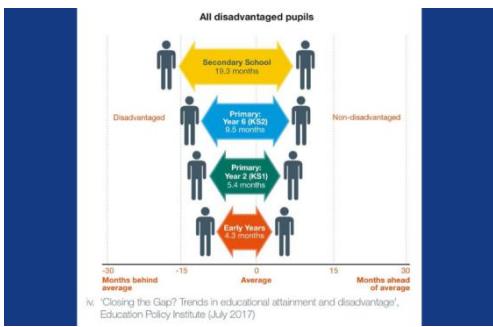
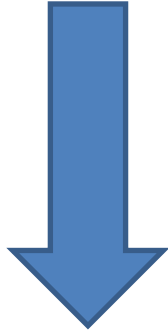
Activity:	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure phonic knowledge is retained and embedded in children's learning. Continue to teach phonics 3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</p> <p>Use Little Wandle Catch Up lessons to focus on lowest 20% of readers across the year.</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 / reading catch up lessons for mobile children</p> <p>Provide LSA support in classrooms to help support learning of phonics.</p>	<p>See above plus...</p> <p>EEF 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</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 build up a bank of texts, 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>2</p> 

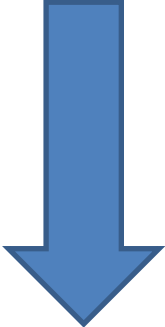
<p>demonstrate expectations and set standards for writing.</p> <p>In Reception use Hygge approach to learning and Helicopter story techniques to develop expressive language in storytelling and teacher modelling writing. This will encourage mark making in the early years. They experiment with simple talk 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>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 stories to develop expressive language and story telling in children has been used successfully to 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"> • cognition – the mental process involved in knowing, understanding, and learning; • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. 	
<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"> • Target reading groups • Extra reads with LSA/volunteers • Extra read with class teacher <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>	3
<p>To address gaps in learning in maths</p> <ul style="list-style-type: none"> • Gap analysis to inform teaching in autumn term • Provide LSA support to support those with gaps in maths lessons • Provide an 	<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>	4

<p>intervention teacher to work with children each morning. 1-1 or in small groups.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance:</p> <p>Family Liaison Officer (FLO) to work with families to reduce the number of fixed term penalties needed because of missed sessions.</p> <p>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.</p> <p>Explain expectation for attendance is 95% for the academic year.</p> <p>FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance.</p> <p>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</p> <ul style="list-style-type: none"> 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 	<p>Children who have huge gaps in learning through 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...</p> <p>Education Endowment Foundation – Attainment Gap Report</p> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> 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><small>iv. 'Closing the Gap? Trends in educational attainment and disadvantage', Education Policy Institute (July 2017)</small></p>	<p>1,2,3,4,5</p> 

<p>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</p> <p>Head Teacher and Flo to work with access and inclusion, traveller education and EWO to raise the attendance of children who are missing education.</p> <p>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.</p>		
<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>Run lunchtime chess clubs</p> <p>Run lunchtime choir</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
To support the quality of teaching for disadvantaged children by providing an intervention teacher and LSAs to support learning in small groups.	<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF Attainment Gap Report</i>	Recovery Premium

Total budgeted cost: £ 3,335

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.

See previous assessment at www.stanbridge.beds.sch.uk click on Pupil Premium link and then

All targets

The success criteria was met with all groups of children, where their attendance was good making good + progress across the year. The use of the intervention teacher had a good impact on engaging children in learning in phonics, reading and writing and evidence showed they had made progress. In some instances poor attendance has meant progress was not as good.

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. This was due to the introduction of Little Wandle. 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 has been significant and is an essential part of our school.

The FLO has regularly tracked the attendance of pupils and worked actively with families to raise attendance engaging well with families. Fixed penalty notices, attendance meetings and 1-1 meetings have been used to ensure children attend school. 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. All the activities listed raised self-esteem and had a good focus on the emotional wellbeing of children. 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. *The Pegasus Award continues to have a positive impact on wellbeing, self esteem and motivation. All the children who took part in the scheme met all their targets and received their medal at the end of the year.*

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?	Engage Pupil Premium children in using Talk for Writing techniques to add more content to their writing through the use of story mapping. Teachers use model spine texts to model and

	demonstrate expectations and set standards for writing.
What was the impact of that spending on service pupil premium eligible pupils?	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.

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.