

Stillington Community Primary School

Pupil Premium Strategy Statement 2021- 2022

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	Stillington Primary School
Number of pupils in school	28 main school / 3 nursery
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022
Date this statement was published	December '21
Date on which it will be reviewed	Feb '22
Statement authorised by	Governing Board
Pupil premium lead	Katie Stringer
Governor lead	Helen Spring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total received in school due to starters after census: £4035
Recovery premium funding allocation this academic year	£1000 Plus, tuition funding of £405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

In line with our vision, we aim for every child to reach their full potential whatever their experiences and abilities. We aim to provide the tools and resources to enable all pupils to flourish and make rapid progress.

Through the use of targeted pupil premium funding, we focus on removing the barriers for disadvantaged children through additional adult support, interventions focussing academic and social and emotional barriers, resourcing and development of teacher subject knowledge in order for every child to have equity in their educational experience.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading ability and enthusiasm for reading throughout school
2	<i>Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>
3	Significant delay in SEMH / speech and language development of EYFS / KS1 children

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
For all disadvantaged children to make rapid progress towards closing the gap with peers through careful planning of knowledge progression	Staff confident in planning revisits of learning in all subjects Children able to build knowledge through retrieval strategies employed in class teaching Effective in class strategies for assessing and revisiting learning in all subjects evident

<p>To make rapid progress in early reading and comprehension skills in order to close the gap with other learners</p>	<p>75% of current Y1 cohort to pass 2022 phonics check Children talk enthusiastically about reading and choose to read Staff are provided with CPD to develop oracy and comprehension</p>
<p>For EYFS children to close the gap with peers by the end of EYFS</p>	<p>Staff trained in strategies for dealing with SEMH issues Additional TA support in EYFS to ensure effective development of speech and language skills and experiences</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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS2 staff all undertake high quality planned CPD in phonics and reading</p> <p>Teaching assistants deliver high quality evidence-based interventions designed to close the gap for children</p>	(EEF phonics +4 months / comprehension strategies +6)	1. Gaps in reading ability and enthusiasm for reading throughout school
All staff undertake cpd in retrieval practice and implement in classroom teaching	(EEF cognitive science feedback +8)	2. <i>Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>
To deliver effective and appropriate self-regulation interventions to ensure children are ready and able to learn	(Metacognition and self-regulation +7 / Behaviour interventions +3)	3. Significant delay in SEMH / speech and language development of EYFS / KS1 children

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

Budgeted cost: £405 tuition funding plus £1000 recovery funding and £2785 pupil premium funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focussed group tutoring sessions in maths</i>	EEF + 5 months for moderate cost	<i>2. Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>
KS2 staff all undertake high quality planned cpd in phonics and reading in order to deliver effective interventions and QFT	(EEF phonics +4 months / comprehension strategies +6)	1. Gaps in reading ability and enthusiasm for reading throughout school
Teaching assistants deliver high quality evidence-based interventions designed to close the gap for children All staff undertake CPD in retrieval practice and implement in classroom teaching	(EEF cognitive science feedback +8)	2. <i>Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>
To deliver effective and appropriate self-regulation interventions to ensure children are ready and able to learn	(Metacognition and self-regulation +7 / Behaviour interventions +3)	3. Significant delay in SEMH / speech and language development of EYFS / KS1 children

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

Budgeted cost: £ 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To explore opportunities to develop the love of	Parental engagement + 4 months	1. Gaps in reading ability and enthusiasm for

reading across school including development of a library space	Children's access to books improved therefore promoting a love of learning in school and encouraging family engagement with this	reading throughout school
Work with the maths hub to further develop maths teaching, interventions and delivery in school	EEF Improving Maths Recommendation 1 – high class CPD for teachers EEF Mastery learning + 5 months	<i>2. Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>
To develop coaching conversations and pupil conferencing to ensure all children make rapid progress	EEF cognitive science feedback +8	<i>2. Gaps in learning due to engagement of learning due to lockdown in foundation subjects and maths</i>

Total budgeted cost: £ 5440

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.

Aim	Outcome
To develop a love of reading and increased fluency in phonics	All children made rapid from starting points Books phonically matched Wider immersion in different text types in English Individualised phonics teaching All children who attended for full year at Stillington achieved phonics check in Y1
Ensure children have strategies to overcome difficulties in managing feelings / behaviours / relationships to allow for access to the wider curriculum	All children at risk of exclusion remained in school All children made rapid progress Access to internal and external interventions Improved outcomes in behaviour
Children accessing quality feedback from class teacher regularly	Children had opportunity to discuss their work The majority of children made good progress Some evidence of practice being changed due to child's comments

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.