

Pupil premium strategy statement: *Stokesay Primary School*

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Stokesay Primary School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	23/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Trusted
Pupil premium lead	P O'Malley
Governor / Trustee lead	R Patey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56101
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led Tutoring	£6,804
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	£69430



Part A: Pupil premium strategy plan

Statement of intent

Stokesay Primary is situated in Craven Arms Shropshire. Stokesay is ranked 12/192 most deprived SOAs (Super Output areas) in Shropshire.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Below is our statement of intent.

- *The school's curriculum is full, coherently planned, sequenced, ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.*
- *Through provision maps all PPG pupils have the resources and support to engage and flourish in their learning. This is evidenced through behaviour for learning and assessment.*
- *To ensure a recovery curriculum is in place for those pupils yet to close gaps in learning post Covid lockdowns.*
- *Through school behaviour policy and 'I can, We can, Stokesay can,' strategy staff encourage pupils to foster a resilient and open minded approach to learning.*
- *Teachers teach children to be independent and resilient and to understand what resources are available to support their learning.*
- *Pursue high attendance levels and punctuality, ensuring all children's appearance and manner reflects the ambitions of the school.*
- *The curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development.*
- *The school provides high-quality pastoral support for pupils and staff. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and*



mentally healthy. They have an age-appropriate understanding of healthy relationships.

- *Leaders engage parents and the wider community in enriching curriculum offer by use of speakers and relevant individuals to visit and speak to children in school where opportunities for trips are not available due to covid risk assessment*
- *Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving*

Challenges

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

Challenge number	Detail of challenge
1	<i>High demand for pastoral support for pupils and families</i>
2	High percentage of pupils who do not meet eligibility criteria but need additional support – external agency support
3	Pupils not ready to learn – tired, no breakfast
4	Impact of school closure due to Covid-19
5	High value not placed on school attendance and punctuality
6	Weak language and communication skills on entry to school
7	Weak social and emotional skills on entry

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
<i>Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS2.</i>	Outcomes at least match those seen nationally by the end of Key Stage 2.
Narrow the gap for outcomes for all pupils at KS1 and specifically for disadvantaged pupils so they are closer to national expectations at the end of KS1.	Attainment gap is narrowed so that children are attaining closer to those seen nationally by the end of Key Stage 1. Attainment gap is narrowed so that an increased number of children, pass the Y1 phonics screening check and Y2 phonics recheck

<p>Raise attendance and further reduce persistent absence.</p>	<p>Attendance to be at national for all/disadvantaged pupils. Persistent absence to be at or below national levels</p>
<p>Provide timely support to raise aspirations and ensure PSHE does not impact on academic achievement.</p>	<p>Behaviour to be consistently good for all pupils Range of strategies in place for pupils identified as vulnerable and in need of pastoral support</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: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – consistent approaches throughout school, Pastoral Lead to support all PPG and vulnerable across school	Data, lesson Observations, book looks, pupil voice	4,5,6,7
<i>Pastoral Lead</i>	Case file kept and shared weekly with Head and termly with link Governor	1-7
<i>School led Tutoring</i>	NTS and statutory end of key stage testing evidences a positive trajectory towards national targets. Weekly Booster clubs for catch up	1-7

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics and Early Reading</i> <input type="checkbox"/> Reading in KS2 <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> EYFS	Pre/loading and additional 'catch-up' phonics sessions for phonics and mathematics <input type="checkbox"/> Neli in place in Year 1 (Autumn term) and EYFS (Spring term onwards) <input type="checkbox"/> Same day / in-class intervention for identified pupils including 1:1 and small group tuition <input type="checkbox"/> Access to Speech and Language support <input type="checkbox"/> Inference/Writing: – dedicated CPD and timetabled daily to teach high quality vocabulary	1-7



	<input type="checkbox"/> Reading Inference groups in KS2 <input type="checkbox"/> Paired reading in KS2 to develop fluency and understanding. <input type="checkbox"/> Dedicated booster club for Y6 pupils.	
<i>Extracurricular activities</i>	<input type="checkbox"/> Visits to be subsidised <input type="checkbox"/> All clubs are free to disadvantaged pupils. <input type="checkbox"/> Uniform provided for PPG pupils	1-7

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and Persistent Absence</i>	<ul style="list-style-type: none"> • Breakfast Club (staff and food) for disadvantaged and vulnerable pupils to encourage attendance and punctuality • Member of staff directed to focus on attendance as part of role to engage with parents: • First day absence phone calls • Weekly analysis of data, identification of 'at risk' pupils / families • Support for pupils • Support and challenge for target families 	2,3,5
<i>Monitoring</i>	<ul style="list-style-type: none"> • Individual pupil tracking / also families and weekly analysis of attendance data • Termly report to Trust and LGB 	2,3,5
<i>Uniform/PE Kit</i>	<ul style="list-style-type: none"> • Top up and replace indoor and outdoor PE kit and school sweatshirt. 	1-7

Total budgeted cost: £ 70,000

