

Pupil premium strategy statement



This statement details Stoke Fleming Primary's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Stoke Fleming Primary
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Chris Harrison
Pupil premium lead	Chris Harrison
Link Governor	Isobel Fairweather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
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	£ 798,803

Part A: Pupil premium strategy plan

Statement of intent

At Stoke Fleming Primary, we have high aspirations and ambitions for all our children. We believe every learner should have the opportunity to reach their full potential and "set sail in the world." Reaching that potential is not defined by where you come from, but by developing the skills and values needed to succeed.

We are especially committed to supporting our pupils in receipt of Pupil Premium funding, who may face specific barriers to learning. These challenges can include limited support at home, weak language and communication skills, low confidence, behavioural difficulties, or issues with attendance and punctuality. Complex family circumstances can also impact a child's ability to thrive. At Stoke Fleming, we are determined to provide the guidance, support, and resources needed to help these pupils overcome these barriers.

We recognise that these challenges are varied and that there is no "one size fits all" approach. Additionally, not all socially disadvantaged pupils are eligible for free school meals, and we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils identified as being socially disadvantaged.

Our Commitments

To achieve our goals, we are focused on:

- Closing any attainment gap between disadvantaged and non-disadvantaged pupils.
- Ensuring all disadvantaged pupils make or exceed nationally expected progress rates.
- Supporting the health and wellbeing of every child so they can access learning at an appropriate level.
- Providing pupils with access to exciting opportunities and a rich, varied curriculum that inspires and motivates them.

Our Approach

To realise these commitments, we:

- Deliver high-quality teaching that meets the needs of every learner.
- Provide targeted support for pupils in vulnerable groups, ensuring their needs are identified and addressed.
- Create opportunities for all children to engage with a broad and enriching curriculum.

By addressing barriers to learning and offering meaningful opportunities, we aim to equip every child at Stoke Fleming with the tools they need to succeed and thrive in the future.

Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils with significant knowledge gaps being identified, leading to pupils falling further behind. This gap narrows between EYFS and the end of YR 6 but is still significant.
2	A number of pupil premium pupils and families have social, emotional and mental health needs due to instabilities at home and within the core family unit which can lead to a lack of self-esteem and resilience or opportunities to extend their learning outside the school environment.
3	Ensure that learning is adapted to the needs of our disadvantage pupils, particularly those with SEND, in order for them to achieve; further staff training of pedagogical principles and adaptive teaching.
4	Variable attendance rates of pupil premium/disadvantaged pupils. Generally, attendance rate for disadvantaged pupils is below the school, regional and national average.

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
Achieve and sustain improved attendance and reduce persistent absence.	Attendance for all children will be above the National average. Levels of persistent absence between disadvantaged pupils and others will be equal.
Sustain attainment levels in Year 1 phonics.	All children other than those with a specific special educational need will pass the year 1 phonics test. There will be no significant attainment gap between the attainment of disadvantaged

	pupils and others.
Sustain attainment levels in terms of the number of children reaching a GLD at the end of the foundation stage.	All children other than those with a specific special educational need will achieve a GLD (Good Level of Development). There will be no significant attainment gap between the attainment of disadvantaged pupils and others.
Disadvantaged children across the school have consistently high-quality teaching to ensure that they are engaged and invested in learning. They learn more and remember more.	Lesson observations show that children are challenged and actively engage in their learning. High engagement statistics on Steplab demonstrates that teachers across the school are consistently engaged in their own practice development. This will also be evident in other qualitative data such as pupil voice.
Pupils and families with identified social, emotional or health needs are identified early and are well supported and signposted to avenues for support.	<ul style="list-style-type: none"> - EH Co-Ordinator, SEND Co and Headteacher identify and support families and children and work to alleviate barriers to learning. - Early help opens avenues to external support for key families. - Identified children are invited to nurture, positive play, school clubs, before and after school clubs and Lego Therapy sessions. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.

Pupils have a wide breadth of experiences that enable them to contextualize their learning.

School will deliver an engaging, broad and varied curriculum which enables all pupils to know and remember more.

- Stoke Fleming/ ESW curriculum will provide pupils with exciting, varied and knowledge rich learning opportunities.
- A love of reading is fostered in all pupils who are given opportunities to read for information and pleasure
- Pupil questionnaires/ pupil conferencing will show that pupils know and remember more and that they enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.
- Teachers will plan will deliver all elements of the enhanced curriculum offer:
<https://www.stokeflemingprimary.org.uk/curriculum> targeting disadvantaged pupils opportunities.
- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, including our 11 by 11 offer.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of the Steplab programme to develop consistent high-quality teaching across the school. We will fund training for coaching leaders and ensure that training for coaches is high quality.</p>	<p>Great teachers change students' lives. Just having a single great primary school teacher can increase students' lifetime earnings by \$320,000 (Chetty et al., 2010). Great teachers increase academic achievement, increase university attendance, and decrease teenage pregnancy, among many other outcomes (Chetty et al., 2014; Rivkin et al., 2005). Yet, often the most disadvantaged students are assigned to the least effective teachers (Akiba et al., 2007; Allen et al., 2018; Clotfelter et al., 2005; Dolton & Newson, 2003; Grissom, 2011; Ost, 2014; Rivkin et al., 2005). Efforts to recruit and retain great teachers are not enough to ensure that all students have access to great teaching (Johnson, 2006). In fact, it is not at all clear how we can reliably identify 'great teachers' before, or even after, they enter the classroom (Bartanen & Kwok, 2021; Cohen & Goldhaber, 2016; Corcoran O'Flaherty, 2018; James & Loeb, 2021). Should teacher quality be measured based only on student outcomes? How can we ensure that the student outcomes we measure capture the many ways we hope teachers will influence their students? Should we instead rely on lead teachers or other observers to judge the quality of teachers'</p>	<p>1, 3</p>

	<p>instruction? Perhaps more importantly, research using multiple measures of teacher quality suggests that many teachers slowly accumulate expertise over time (Atteberry et al., 2015; Kraft et al., 2020; Papay & Laski, 2018). Together, these challenges highlight the importance of efforts to support teachers with improving their instruction through Professional Development (PD) programming (Hill et al., 2021). Indeed, research suggests that high quality PD programs have the potential to accelerate teachers' development of expertise and are important for facilitating the translation of new research into practice (Didion et al., 2020; Kraft et al., 2018; Lynch et al., 2019; Pellegrini et al. 2021).</p> <p>Source: Steplab White Paper V1.3</p> <p>Source: Education Endowment Fund Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p>	
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.</p> <p>Staff to continue on their various NPQ programmes. Funding used to provide cover and release time for this.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>High quality teaching and learning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1, 3</p>

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and KS1 reading interventions that are bespoke for individual children. We will use a range of strategies to develop readers and address barriers including decoding, fluency and comprehension.	Phonics is an important component in the development of early reading skills. When embedded in a rich literacy environment, research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Source: Education Endowment Fund, Phonics	1, 3
We will fund small group catch-up tutoring in Maths to supplement lessons to prepare Year 6 children for the end of KS2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Source: Education Endowment Fund, Small Group Tuition	1, 3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions.	https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	2,3

<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences</p> <p>https://www.stokeflemingprimary.org.uk/curriculum</p>	<p>Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	<p>3</p>
<p>Implementation of the ESW attendance policy to ensure consistent follow-up and messaging around attendance.</p>	<p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p>Source: EEF – Supporting school attendance</p>	<p>4</p>
<p>Financial support provided for pupils to attend visits and residentials</p> <p>Free attendance for morning and after school clubs</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1,3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experience, we have identified a need to set aside a small amount of funding to enable us to respond quickly to needs not yet identified.</p>	<p>All</p>

Total budgeted cost: £ 31,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

At the end of KS2, children's attainment was above the national average in reading, writing and maths. Disadvantaged children at Kingsbridge Primary School achieved better at the end of KS2 than other disadvantaged children in Devon and Nationally.

In writing, we have seen a steady increase in outcomes for all children, particularly for our disadvantaged children, who achieve 0.9% higher than their non-disadvantaged peers. This followed the implementation of a new teaching strategy for writing, Talk for Writing, in January 2022.

During 2023/24 we used the Pupil Premium and Service Premium Grant in the following ways:

As part of our continuing school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap, the PPG and SPG was

used in the following ways:

Staffing:

Teachers working with small groups of pupils.

TA allocated per class to support the teacher with both learning and pastoral needs including addressing children's behaviour, social and emotional needs.

SEN teaching assistants supporting personalised programmes (through SEND plans and provision maps for Literacy and Numeracy and specific intervention such as Speech and Language work, Social and Communication Skills).

Support staff addressing the needs of the more vulnerable children.

Staff release for pupil conferencing at target setting interviews prior to parent consultations.

Trained Teaching Assistants working with individual children and small groups in classes across the school.

Resourcing:

Provision to facilitate off-site educational activities.

Resource time to support multi-agency working through the Early Help process to increase the life chances of the children involved.

Subsidising trips and educational visits at the Head Teacher's discretion.

Financial support for extended school provision.

Opportunities funded – music lessons in addition to wider opportunities.

Measurement criteria:

To narrow the gap in pupil outcomes so that pupil premium and service premium children are achieving in line with their peers.

Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renlearn
SPARX	SPARX Maths UK
Read, Write, Inc	Ruth Miskin
Steplab Coaching Programme	Steplab

Service pupil premium funding (optional)

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

information: 6 service children - £1550

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>6 service children have access to free termly afterschool clubs.</p> <p>Service children benefit from Nurture support when needed</p>

