# 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 | Stow on the Wold Primary School  |
| Number of pupils in school  | 103 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | March 2023 |
| Statement authorised by Finance Committee Dick Glazier (Chair) and Rebecca Scutt(head) Trudy Bartlett Chair of Governors |
| Pupil premium lead | Rebecca Scutt |
| Governor / Trustee lead | Alison Swallow |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18,830 **2021-22**, £20,775 **2022-23** |
| Recovery premium funding allocation this academic year | **2021-22**Catch up funding £3900, Catch up funding b/f £5460 COVID tutor £1132 COVID recovery £1087**2022-23**COVID tutor £2025COVID recovery £1523 |
| 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 | **2021-22 £30,409** including recovery and COVID allocations **2022-23 £24,323** including COVID allocations |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| The school’s intention is to ensure that disadvantaged children are given every opportunity to participate, enjoy and thrive in school and that any gaps in attainment or life chances will be diminished by carefully targeted support and intervention.When making decisions about using Pupil Premium funding the school has considered its context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children at the school can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from thriving and accessing all that school has to offer. The challenges are varied and there is no “one size fits all” and our approach varies from child to child. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.**Principles**The key principles of the plan are underpinned by our school values- Be safe, Be Supportive, and Persevere. The principles of our decision making are to ensure that all children have the opportunity to attend school regularly, feel supported, valued and safe at home and at school and have access to a broad and balanced curriculum, achieve the best they can academically and are fully equipped to move to the next stage of their school life. 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 the school recognises 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 disadvantaged and priority will be given to key groups at any one time. Currently our provision is achieved by a four-strand strategy1. To increase parental support for families to ensure that they develop positive and supportive attitudes to their children’s learning and engage well with the school in partnership to support their children. This is achieved by the employment of a Parent Support Advisor Mrs Liz Hamilton who works across the North Cotswolds Schools increasing support for families and increasing multi agency working and though fostering links to other support networks such as the local church mentoring initiatives, mental health counselling, food banks and community-based support and nurture.
2. To ensure attendance of the most disadvantaged children is brought in line with national averages so that those most in need of support and help are not missing school, the curriculum and wider learning opportunities. This is achieved through employment of a member of support staff Mrs Alison Swallow (who is also support staff Governor) to champion disadvantaged children and to monitor attendance, along with the employment of an Education Welfare officer Mr David Peake through the Cotswold School Academy to which we are a feeder school.
3. To ensure increased access to support in school through provision of teaching partners in each key stage giving targeted academic support and tutoring, additional resources in school and additional interventions and one to three tutoring and support as required. Governors have ensured additional teaching assistant hours in each class to support targeted interventions
4. To ensure that there are increased opportunities to access wider cultural and societal experiences by supporting costs to access clubs, educational visits, residential and in school workshops and programmes from specialist teachers such as in sport, science, STEM and music teaching. This may also include free access to breakfast club as it is recognised that food poverty is increasing and breakfast club offers a calm and relaxed social start to the day and removes the barrier of hunger for children when accessing lessons.
 |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Attendance at school is a real challenge for some children especially those from disadvantaged backgrounds. Parents choose to attend this school even if it is out of their catchment area and they cannot walk here which means transport issues. The school spends much time helping parents with transport appeals and support when they are unable to get their children to school and in monitoring attendance and developing effective relationships and strategies such as attendance at breakfast club and at other school-based activities to promote well-being.  |
| 2 | Engagement in learning and valuing education, some families need additional support in valuing and prioritising education so it is vital that staff are available such as our PSA and attendance staff to work in partnership with families and develop positive attitudes to school and learning. Access to additional support before or after school will also be a challenge as some come on school bus or parents are not able to get to school to collect or bring early.  |
| 3 | Making progress in school following COVID, ensuring gaps in learning are quickly mitigated against through a review of the curriculum and intensive support, adjusted teaching plans, prioritised objectives where aspects of the curriculum may have been missed, not covered thoroughly or misunderstood by children and where remote learning has impacted upon fluency in number and reading  |
| 4 | Rural location can lead to a very isolated lifestyle. Some of our disadvantaged children do not have access to places of interest such as parks, community centres, libraries within walking distance and if parents are unable to drive then they are sometimes lacking in wider cultural and educational experiences. It is vital that school overcomes these issues by supporting families and helping them with applications but also ensuring funds are put aside to support extra-curricular activities, residential trips, workshops and other cultural experiences in the school calendar year.  |

## 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 |
| To ensure that attendance by disadvantaged children is in line with the other children in school | Attendance to be in line with national average for all groups of pupils especially disadvantaged children and those in receipt of FSM and at least over 95% |
| Increased parental engagement and support for families to build relationships and positive attitudes towards school, as then reflected in children attitudes towards learning and their rates of progress compared with similar children. | Increased numbers of children passing phonics screening , increased percentages reaching GLD, KS1 SATs and KS2 SATS in line with national for disadvantaged children:Achieve national average progress scores in KS2 Reading, Writing and Maths (0)Achieve GLD at end of EYFSPass phonics screening at end of Y1 |
| To ensure high quality teaching and learning in small groups and targeted interventions for disadvantaged children, dedicated resources and time to support a small group in each class | Tutoring will have taken place and children will have attended and accessed additional support, this will be for the third year accessing this support Tutor training will have taken place and adequate time will have been given to staff training for staff especially new and inexperienced staff Children will have attended the sessions regularly and have achieved the intended outcomes  |
| To ensure all children can access trips and visits and the wider range of educational activities including breakfast club now that schools are able to go out and about in the community again  | Children will have access to trips and wider cultural and sporting activities Children to have access to all opportunities for an enriched education |

## 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: £ 12,045

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Dedicated time for INSET, staff training and performance management processes to look for gaps, identify those children in need of additional support and to plan for interventions and identify further training required Staff meeting time and INSET to support behaviour, attendance and provision for PP children  | EEF structures to explore each aspect of the curriculum for disadvantaged children and work on the Explore-Prepare-Deliver-Sustain model of intervention Identifying areas and possible interventions for disadvantaged childrenDelivering a robust plan of interventionReinforce training and using skilled staff in a flexible wayTo start small with a few children then scale up as the term progresses  | 2 and 3 in particular will be addressed through this strategy  |
| Employment and CPD of an additional Teaching Partner in KS1 and KS2 as in previous years to build in capacity and enable each class to have access for at least four days a week to another skilled adult to deliver the curriculumAdditional hours for SENCO to support close monitoring of PP children who are also SEND  | EEF research shows positive effects have been found in studies where teaching assistants deliver high-quality structured interventions and support reduced teacher workload so that they can focus on wider delivery of the curriculum to the class. The school has therefore invested in its well-trained teaching partners using PP for several years and has trained them all to a high level of skill- most are now at Level 3 or above and many are HLTA status and skilled in delivering programmes of intervention such as rapid Phonics, rapid reading, talk for writing, NELI and catch up tutoringThe school has ensured extra MDSAs on duty, tow inside and two outside to support PP children social skills and behaviour as they return to school and begin to socialise again The schools head is also the SENCo who has oversight of the provision for PP children who also have additional learning needs.  | 1,2 3  |

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

Budgeted cost: £ 2025.25 and £1532 (Aug to May 2022)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Two staff members will be trained to deliver small group tutoring using the National Tutoring Programme scheme once training details are released | Using National Tutoring programme training for staff undertaking tutoringWe tried the NTP programme with small groups of three in two junior classes (Summer Term 2021) and improved upon this by building evidence of the impact of this using our own school led tutoring but the NTP training and resources.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1,2,3  |
| Small group interventions using recovery premium for a small group of targeted children in each year group or class to be delivered flexibly by school staff outside usual curriculum hours  | In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching (EEF) Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ​ ‘catch-up’ with previously higher attaining pupilsThe school has therefore invested in its well-trained teaching partners using PP for several years and has trained them all to a high level of skill- most are now at Level 3 or above and many are HLTA status and skilled in delivering programmes of intervention such as rapid Phonics, rapid reading, talk for writing, NELI and will use them for catch up tutoring | 2,3 to be addressed through this targeted intervention  |

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

Budgeted cost: £ 9,600 (PSA) and £1075 (resources/ breakfast/attendance)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing employment of the PSA Parent Support Advisor who is employed across the North Cotswold Schools to support families with a wide range of issues relating to wellbeing, parenting, financial and other family matters Additional MDSA staff to support PP children at lunchtimes  | Early Intervention Foundation (EIF) 2021 research evidences that early help can reduce risk factors that may hamper a child’s well-being and can promote good parental mental health, income advice support and benefits, enable access to community services and facilities and families develop strong emotional and social skills. It is also shown that it is more effective to provide early help when problems first appear than to intervene later (DFE 2012, EIF 2021) The PSA Liz Hamilton has supported families in the N Cotswolds for many years now and this has proved very successful as an Early Help offer for local families supporting them in a wide range of issues and areas. Her role is key in building up supportive and productive partnership with families and offering them a confidential service as required. Additional lunchtime staff offer support to children in less structured parts of the day where behaviour issues may arise or when they may chose to talk about their problems with staff outside the classroom  | 1,2,3,4 |
| Ongoing employment of a pupil premium champion on school staff who also over sees day to day attendance  | The school has continued to appoint and subsidise a staff member as pupil premium champion who is also an HLTA and school support staff Governor to champion the cause of pupil premium children, to be their ambassador and to challenge and support to ensure that they have fair access to all activities and wider opportunities, including seeking funding for them and monitoring attendance and uptake of club closely whilst building up supportive relationships with families. <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1,2,3,4 |
| Ongoing buy in to the services of local team of Education Welfare Officers- David Peake (allocated for 2022-23) through local secondary school The Cotswold School Academy  | The school has bought in to the Education Welfare Service offered by the local secondary school. This has a twofold advantage of supporting with attendance plans and issues but also building up relationships across key stages and schools so that the secondary school and primary school ensure seamless transition and support for families who find attendance at school a challenge. This was particularly effective in 21-22 supporting four vulnerable children (two PP and one looked after as they transitioned to secondary school  | 1,2 |

**Total budgeted cost: £26,277.25**

# 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.

|  |
| --- |
| 1. The PSA supported PP children and families, as well as wider families in crisis throughout the period 2020-2021and again in 2021-22 providing support and practical help and guidance to families. Families report feeling well supported as evidenced by our chronology updates on My Concern, they engaged regularly with the PSA and as a school we have continued to readily identify and target support, advice and practical help for families throughout a period on instability and lockdowns, and a return to school and subsequent periods of remote learning. The school supported by the PSA were able to submit relevant referrals for additional support and were able to ensure that all families who were entitled were able to access HAF- the holiday activities and food programme. This involved making the applications for all our PP families and then supporting the delivery and distribution to families who have no transport to ensure they got their entitlement, this is continuing throughout the holiday periods. The school also ensured additional food parcels through the Brethren Community delivered by staff and regular home visits and phone calls for all PP pupils. Support has recently been started for a bereaved PP child accessing counselling and transport to and from counselling following a period of online support assisted by the PSA.
2. Attendance – the attendance officer continues to monitor attendance on a daily basis and supported families who were self-isolating or those who were reluctant to return to school due to COVID concerns. The attendance officer in conjunction with the Cotswold School has the capacity to make home visits to support return to school and to make daily phone calls and support with adjustments those families where attendance is an issue, especially the most vulnerable and those with EHCPs Attendance figures show that this is still an area of concern and the attendance officer and PP champion report regularly to the head and to the standards committee of governors so that they are aware of the story behind the figures and can support in moving forward as required. Careful analysis of attendance data has enabled staff to target support for PP children, including transporting them into school, accessing CAHMS by making referrals, liaising with parents to support their parenting skill sin getting children to school. More recently the school has worked with two families requesting flexi school and has successfully reintegrated one child back into school full time and another in four days a week.
3. Catch up programme -In 2020-21 the school used recovery and catch up premium to tutor three groups of three children (nine on total) identified by class teacher, the majority of whom were also PP pupils the catch-up money was used to provide a tutor three times a week for 5 weeks using the National Tutoring Programme. The tutor was an external tutor and the programme was targeted at maths and English and was well received by parents and by the children. The nine children were helped in the key objectives to catch up notably in reading comprehension. This did have a degree of success in non-measurable ways such as children feeling invested in and wanting to attend sessions as it provided affirmation and some valuable time just for them with a sharp focus on academic catch up. The limitations were the unreliability of the tutor and the inflexibility of the programme if children were away of other school curriculum related activities clashed with inflexible intensive few weeks of tutoring as a trial at the end of the summer term.
4. In 2021-22 the school used its own teachers and an HLTA to support four groups of children including PP children for catch up sessions, these were children in Y3, Y4,Y6 and in Y2. The Y3 group who come to school on a bus were supported during the day in small groups for tutoring and this had to be a very flexible arrangement to ensure they did not miss out on class time. The other groups were run after school and were well attended and had a positive impact on the individuals concerned. In 2022-23 it is anticipated that this will run again for targeted groups of PP and other children to support catching, notably those identified in current Y3 and y4 for targeted support
5. Use of PP monies to support residentials and trip and extracurricular activities meant the all children in Y6 were able to attend a special activity day at a nearby lake with intensive outdoor education curriculum and social team building activities in 2021 and a week long in 2022.This year it is the intention to repeat this for a 3 day/2 night programme at the centre plus two days run by staff in school using PP funding to support families to ensure all PP children will be able to access the activities. This fund will also be used to support school visits and trips where there is a transport cost or entry fee for PP pupils. It also supports Y6 PP pupils to attend an overnight outdoor and adventures activity evening BBQ and sleepover at school.
6. Some PP monies have been used to support children to access nurture sessions at an onsite nature hub run by Stow Community and family Hub who rent a building on the school site. This meant that several PP children were able to access the up for one to one nurture sessions to help them with returning to school and as support where issues at home identified that as in need of additional mental health support. It is anticipated that some monies will be used to support either counselling for a bereaved PP child, as required, or nurture support as the school now has its own nurture trained practitioner on site. The school is now running the hub again through the governing body so funds may be used to support children to attend after school activity camps at the hub or to access community events taking place.

GLD 2022 In 2022 GLD 10 80% were GLD, and the only PP pupil 100% reached GLD in all areas. In the current cohort 2022-23 there are two PP children who are on track currently.Attainment scores including PP Disadvantaged pupil attainment scores for last academic year national assessment tests 2022 * PHONICS Y1 2022 47% Average score 25 due to two children scoring only 2 marks and four less than half marks. No PP child passed the test above 32 marks
* KS1 RWM 42% RWM combined 2022, two PP pupils did not achieve RWM at expected standard

READING 42% EXS 42% GD two PP pupils did not achieve expected standardWRITING 42% EXS 25% GD two PP pupils did not achieve expected standardMATHS 42% EXS 42%GD two PP pupils did not achieve expected standardScience 100% Y4 Mathematics check= average score including PP 23.5/5 , lowest score 21, many scoring full marks. * KS2 Y6 EXS+/higher standard: 2022 73% EXS 6% GD
* READING: Y6 EXS+/high standard 2022 83.3%/33.3% Two PP children did not reach EXS

Average scaled score 2022 105.8 Average progress: 2022 +2.14 This is the reversal of a declining profile and is now in top 25% of schools nationally. The two PP pupils did not reach EXS in reading but progress scores showed significant progress from KS1* WRITING Y6 EXS+/GDS: 73%/6%

Average scaled score: 104.6 Average progress: 2020 +0.89 This is in top 40% of schools nationally The PP children did not reach EXS but progress overall was above national for the cohort including PP* MATHS Y6 EXS+/high standard : 72%/22%

Average Scaled Score: 2022 104.9 Average progress : 2022 +2.07This is in the top 25% of schools nationally. The PP children did not reach EXS but progress overall was above national for the cohort including PP SPAG EXS+/78% ASS:105.7SCIENCE EXS+ 83% |

## 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 |
| Rapid reading and rapid Phonics programme  | Pearson  |
| Twinkl Phonics | Twinkl  |
| TT Rockstars  | TTRockstars |
| Purple Mash | 2 simple  |
| Bug Club Reading  | Activlearn  |
| Stareway to Spelling, Toe by Toe, Nessie  | Dyslexia in action  |

## 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? | None received  |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

|  |
| --- |
| Additional TPs in class has ensured teachers who was absent due to COVID or through being clinically vulnerable could continue to teach on screen with additional support from well-trained TP in class who also managed face to face contact with parents. This ensured that PP children were targeted and felt supported by staff both in class and through remote learning periods. Continuity especially for younger children and for those PP children who may struggle was therefore facilitated. This was true in all other classes too when staff who absent through COVID related issues were able to be off and other TPs who know the children and are skilled in covering classes were able to step up and teach the class uninterrupted ensuring continuity for PP children. Staff formed a rota to support disadvantaged children including all those classed as vulnerable (ACES) as well as those identified as PP pupils so that everyone had daily or twice weekly calls and everyone had access to food parcels through HAF, Tesco fare share and the Brethren Rapid Relief Team as well as support from Community groups such as Community arenas, Stow community and family hub and the Baptist churches mentoring scheme which stayed in touch with vulnerable families. The mentoring has remained into a second year for our most disadvantaged pupils along with Brethren Rapid Relief Request for Flexi-schooling have been supported by the school and have resulted in one PP child being reintegrated back into school full time and another child in 4 days a weekOne LAC child was supported in school for the last six week of Y6 having moved from another county and been refused entry at other nearby schools. PP funding has also supported two Ukrainian children along with private funding of a one to one tutor weekly and in class support and resources when not available from elsewhere  |