# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium funding) for the 23-24 academic year 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  | 95 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-24Plan covers 2023-27 |
| Date this statement was published | February 2024 |
| Date on which it will be reviewed | February 2025 |
| 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 | **2023-24** £23615 (primary rates are £1455 per pupil) |
| Recovery premium funding allocation this academic year | **2023-2024** COVID tutor £1323COVID recovery £5873Based on £145 per eligible pupil  |
| 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**2023-24** TBC |

# 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 look for ways to **negate the impact of disadvantage on learning** rather than a focus on external factors. 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.
3. To ensure increased access to support in school through provision of teaching partners in each key stage giving targeted academic support and tutoring, mental health support, 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 identify barriers and target support.
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**Our attendance data has shown that attendance amongst disadvantaged pupils is lower than non disadvantaged pupils for example 2022-23 90.3% PP/95.9% non PPThe percentage of children who are persistently absent has also been higher for disadvantaged than non disadvantaged groups for example 2023-23 2022-23 18.2% of PP children were persistent absentees (2/11) compared with the school as a whole 9% PAOur assessments indicate that absenteeism is negatively impacting on PP pupils. 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. Breakfast clubs and meal provision. See EEF evaluation on [**Magic Breakfast programme**](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) |
| 2 | **ENGAGING IN LEARNING/ANXIETY/EMOTIONAL BARRIERS**Our observations suggest that disadvantaged children are less engaged in learning and valuing education and in taking up extra opportunities such as HAF, clubs, holiday programmes, after school activities. Disadvantaged chiLDren as well as non disadvantaged children are also showing increasing level sof anxiety relating to school and separation anxieties which can be addressed through free interventions such as Lumi Nova [Lumi Nova: Tales of Courage](https://luminova.app/) but also through meeting and support from the PSA to guide them through strategies to reengage children with school. 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. The school has **extended its opening** hours and ensures support mechanisms are in place to actively greet those who are anxious about coming into school - Extended school time, including summer schools. See EEF Toolkit strands on [**extending school time**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time), [**summer schools**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) and [**homework**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) |
| 3 | **META COGNITION/ LEARNING BARRIERS**Our assessments and observations suggest that many lower attaining disadvantaged children lack **self regulation and metacognitive skills** . The school has identified that this negatively impacts on their attainment still further. This noted in phonics, reading progress and reading fluency and in areas of maths particularly problem solving. The school staff attended inset on Mike Gershons Metacognitive approaches to learning and is planning on continuing this work in 23-24 [Metacognition Training, INSET and CPD | Teacher Training | Mike Gershon](https://mikegershon.com/teacher-training/metacognition-training/) |
| 4 | **CULTURAL LEARNING CAPITAL**[The Science Capital Teaching Approach | IOE - Faculty of Education and Society - UCL – University College London](https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/stem-participation-social-justice-research/science-capital-teaching-approach)Rural locations combined with poverty can lead to a very isolated lifestyle and a dearth of life experiences which can impact and disadvantage children. 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. They have not experiences going to a park, the seaside, cooking or other experiences such as den building, going to clubs etc. It is vital that school reduces the impact of this on chidren’s learning through targeted support to ensure the children are exposed to a capital approach to teaching eg ensuring they do have experiences to promote learning. 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. See EEF Toolkit strands on [**extending school time**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time), [**summer schools**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) and [**homework**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) |

## 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 and the gap between the two groups is diminished | 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%The % of children class as persistently absent will have reduced and the % who are disadvantaged will not be greater than their peers. |
| 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 % of disadvantaged children passing phonics screening, increased percentages reaching GLD, KS1 SATs and KS2 SATS in line with national for disadvantaged children or expected standard for their year groupAchieve national average progress scores in KS2 Reading, Writing and MathsAchieve GLD at end of EYFSPass phonics screening at end of Y1Pass the maths check in Y4 |
| 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 and focused on a group in Y4 and one Y6See[**EEF One to one tuition**](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/) and [**EEF Small group tuition**](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/).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 Funding should be spent on approaches outlined in the menu: Interventions to support language development, literacy and numeracySee activity and resources to meet the specific needs of disadvantaged pupils with SEND see EEF guidance report on [**SEN in Mainstream Schools**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) |
| 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- Extracurricular activities including sports, outdoor activities, arts, culture and trips. See EEF Toolkit strand on [**arts participation**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) |

## 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: £ 10,000

|  |  |  |
| --- | --- | --- |
| 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, and catch up tutoringThe school has ensured extra MDSAs on duty, two inside and two outside to support PP children social skills and behaviour 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 2023)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Two staff members trained to deliver small group tutoring using the National Tutoring Programme scheme  | Using National Tutoring programme training for staff undertaking tutoringUse of schools own school led tutoring using 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[**EEF Teaching Assistant Interventions**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)[**EEF Guide to making best use of teaching assistants**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2,3 to be addressed through this targeted intervention  |

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

Budgeted cost: £ 9,600 (PSA) and £1000 (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 classroomCommunicating with and supporting parents. See EEF guidance report on [**Working with Parents to Support Children's Learning**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)Supporting pupils social, emotional and behavioural needs. See EEF guidance reports on [**Improving Social and Emotional Learning in Primary Schools**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) and [**Improving Behaviour in Schools**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | 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. - Communicating with and supporting parents. See EEF guidance report on [**Working with Parents to Support Children's Learning**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  | 1,2,3,4 |
| Ongoing links to the services of local team of Education Welfare Officers/ pastoral team- through local secondary school The Cotswold School Academy  | The school has developed links with 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 <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>- Supporting attendance. See EEF guidance report on [**Working with Parents to Support Children's Learning**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 1,2 |

**Total budgeted cost: £24,323**

# 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 2022-23 academic year.

|  |
| --- |
| 1. The PSA supported PP children and families, as well as wider families in crisis throughout the year providing support and practical help and guidance to families. Families are accessing breakfast club and school transport which is impacting on improved attendance and engagement in learning. 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. 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 supported a bereaved PP child accessing counselling and transport to and from counselling following a period of online support assisted by the PSA and additional mentoring for two other PP children and a period of time at an outdoor provision for another PP at risk of exclusion. This support is increasingly required as families of disadvantaged children require in identifying and accessing support.
2. Attendance – the attendance officer along with the head continues to monitor attendance on a daily basis and utilised the DFE attendance website for weekly updates. The strategies used have shown impact and will be continuing in 23-24, as outlined above
3. 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. Attendance figures show that this is still an area of concern but improving 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 CAMHS by making referrals, liaising with parents to support their parenting skills in 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.
4. In 2021-22 and in 22-23 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 the children supported were a group ongoing in Y4 and a child in Y6, along with three Ukrainian children who accessed weekly tutoring and mentoring sessions.
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 and three days in 2023.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 counselling for a bereaved PP child, as required, and 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.

Impact on Results for PP children are as follows for 2023:GLD 2023 In 2023 GLD overall was 75% Attainment scores including PP Disadvantaged pupil attainment scores for last academic year national assessment tests 2023 * PHONICS Y1 2023 70%, an increase on 42% in the previous year, all PP children passed the check, Phonics Y2 all children passed the screening check Two PP children, both passed with flying colours in Y1, no PP children in Y2
* KS1 2023 RWM 47% RWM combined 2023 No PP children in Y2 2023

READING 59% EXS 24% GD WRITING 47% EXS 18% GD MATHS 76% EXS 24% GD SCIENCE 94%Y4 Mathematics check= average score including PP Maths tables check: Average score 21, 20/25 65%, 25/25 53% two PP children – neither reached full marks but both making good progress to secure their tablesREADING: Y6 Y6 EXS+/high standard:85%/45% Average scaled score 108 Average progress reading : 2023 O.8 ( -2.1.TO 3.7) Two PP children both EXSWRITING Y6 EXS+/GDS: 75%/15% Average progress: Writing – 2023 -0.9 (-3.7-1.9) Two PP children, one EXS, one WKSMATHS Y6 EXS+/high standard: 100%/40%Average scaled score: 109Average progress: Maths2023 3.0 (0.3-5.8) Two PP children both EXS SPAG Y6 EXS+/high standard 85%/35%Average scaled score: 107 Two PP children both EXSSCIENCE EXS+ 85% Two PP children both EXS  |

## 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)

|  |
| --- |
| 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 weekPP funding has also supported three Ukrainian children along with private funding of a one to one tutor weekly and in class support and resources when not available from elsewhere  |