

Studley Green Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Studley Green Primary school
Number of pupils in school	207 children
Proportion (%) of pupil premium eligible pupils	109 children 53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2021 2021 – 2022 2022 - 2023
Date this statement was published	
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs S Garbutt
Pupil premium lead	Mrs D Cottle
Governor / Trustee lead	Mrs C Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,015
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£169,255

Part A: Pupil premium strategy plan

Statement of intent

At Studley Green, the aim of our curriculum is to give **all** our pupils a rich, meaningful, purposeful education that engages and enthuses pupils.

Our curriculum aims to set children up on their quests to become lifelong learners who strive for success and to flourish 'beyond expectation'.

We aim to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We aim to develop not only their academic skills but also their self-esteem, development of themselves, their world and those around them. Additionally, we have designed our curriculum (and environment) to maximise the opportunities for our children to engage in physical activity and to take responsibility in becoming healthy and active.

We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support. This is true of all of the children within our school, including those PP children and in our resource bases. When making decisions about using our Pupil Premium funding we consider the context of the school and the subsequent challenges we face (SDP), research conducted by EEF around different strategies and its value for money.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language development
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Attendance and Punctuality issues.
4	Frequent behaviour difficulties within a core group of children
5	Poor parental engagement

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>To raise the standards of spoken language and use of vocabulary</i>	By the end of EYFS, >90% pupils achieving green on WELCOMM
<i>To raise standards to at least the same attainment levels as non-PP pupils in reading, writing and maths</i>	By the end of KS1, >60% (75%)pupils achieving the expected standard or better in Reading, Writing and Maths By the end of KS2, 60>% (75%)pupils achieving the expected standard or better in Reading, Writing and Maths
<i>To raise the standards in Phonics and reading</i>	All pupils able to read fluently 80% (90%) or better pass the phonics test in Year 1 60% (75%) of pupils achieve the expected standard or above by the end of KS1 >60% (75%) of pupils achieve the expected standard or above by the end of KS2
<i>To raise the standards in writing</i>	All pupils to be able to write for an appropriate purpose and audience:

	<p>>60 % (75%) of pupils achieve the expected standard or above by the end of KS1</p> <p>>60 % (75%) of pupils achieve the expected standard or above by the end of KS2</p>
<i>To raise the standards in maths</i>	<p>All pupils to reason mathematically to good effect, applying confident fluency of maths facts:</p> <p>>60 % (75%) of pupils achieve the expected standard or above by the end of KS1</p> <p>>60 % (75%) of pupils pass the times tables check in Y4</p> <p>>60 % (75%) of pupils achieve the expected standard or above by the end of KS2</p>
<i>To continue to Improve attendance and punctuality</i>	<p>Continue to have no gap between FSM and all pupils' attendance with all >national</p> <p>Reduce FEx and PEx to <national for those in receipt of PP</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: £18,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>WALKTHRUS</i> <i>Develop Walkthrus and instructional coaching throughout school to strengthen and improve teaching and learning in all classes</i></p> <p><i>SIAP 2022 2023</i> <i>How do we ensure PP children know more and remember more?</i></p> <p><i>How does the coaching model support teachers to improve teaching?</i></p>	<p>EEF Guidance</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>We will be pairing staff to support teaching and learning through instructional coaching</p> <p>The focus will be bespoke to individual classes.</p> <p>Walkthrus foundation and common beliefs</p> <p>WALKthrus build on Rosenshine's Principles, The Marge model, ethic of excellence etc</p>	1, 2
<p><i>Resources to help strengthen teacher assessment and teaching of writing and maths</i></p> <p><i>Maths Action plan</i> <i>How are we developing the teaching of maths to further support disadvantaged learners?</i></p>	<p>To support teachers we have paid into</p> <p>No more marking NMM</p> <p>Deepening understanding DU website</p> <p>Maths No problem resources MNP</p> <p>These enable teachers to use a variety of methods to support learners, stretch learning in reading, writing and maths and strengthen teacher assessment linking Nationally</p>	1, 2
<p><i>Sounds write</i> <i>Soundwrite training:</i> <i>Continued training of new members of staff to develop the Sounds write programme and resources. Refined training for KS 2</i></p>	<p>EEF finding EEF (+5months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	1, 2

<p><i>teachers in spelling patterns and polysyllabic words</i></p> <p><i>English Action plan</i></p> <p><i>How are we developing the teaching of Sounds-Write to further support disadvantaged learners?</i></p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>We are refining the teaching of this programme which in our school last year enabled 100% PP children to pass the phonic screening check by the end of Year 2.</p>	
<p><i>CPD for leaders - Five a day, Making it happen</i></p> <p><i>Implementation of key messages to support teachers in class</i></p> <p><i>How do we ensure that learners with more than one disadvantage including PP are supported effectively for them to make good progress?</i></p>	<p>EEF Special Educational Needs in Mainstream Guidance Reportschool r</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals</p>	1,2,3,4,5

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

Budgeted cost: £ 58,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELLCOMM</p> <p>Refer to EYFS Action Plan</p>	<p>EEF findings EEF (+6 months and +7 months in EYFS)</p> <p>Children come into school with lower than expected language skills</p> <p>WellComm Early Years toolkits to enable quick and easy identification of children needing speech and language support, which can make a crucial difference to their confidence and attainment.</p> <p>This approach continues to strengthen the teachers ability to develop high quality child initiated learning and interventions.</p>	1, 2

Speech and Language	Speech and Language Therapist directed TA delivering speech and language programme Year 1 mainstream class HLTA in KS1 resource base class Speech and Language difficulties higher than average on entry into school and particularly in Yr 2	1, 2
A teacher delivering catch up for children in Year 1 to improve vocabulary and speech	EEF findings EEF (+6 months) Having analysed our new cohort areas of weakness have been addressed and a bespoke programme is being implemented.	1, 2
Improvement of writing-tailored support from an Academic Mentor with a focus on reading and writing skills in upper KS2.	Having analysed our cohorts we have identified that the Support needs initially to target year 5 and 6 . This support will then be offer when the needs of other years is analysed. EEF There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.	2
Improvement of fluency in reading High quality, structured and time specific targeted catch up interventions by TA during PPA time and two afternoons Sounds Write and Inferential reading	Sounds Write Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme and is taught throughout the school. In these interventions we revisit and tailor the intervention to suit the children.	2
Improvement of basic number skills High quality, structured and time specific targeted catch up interventions by TA during PPA time and Friday afternoons KS1 Number Sense Maths programme KS2 No Nonsense Number Facts	Fluency has improved, as has arithmetic scores over the past year and this need to continue Numbersense No Nonsense Numbers No Nonsense Number Facts provides a coherent programme for supporting fluency in number facts. It focuses on using understanding of mathematical relationships and making connections between what is known and unknown, putting reasoning at the heart of teaching for fluency. This is in line with the aims of both the National Curriculum and Teaching for Mastery	2
Raise attainment of Maths particularly in KS2 Maths School led tutoring to support UKS2	EEF Mastery learning	2

Recruit and train TA to support in class and enable class TA to undertake Y3 interventions	<p>Numberstacks intervention A whole-school intervention to help address gaps in understanding for pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.</p> <p>https://www.numberstacks.co.uk/schools/</p> <p>Success@numbersense</p> <p>EEF one to one tuition (+5 months)</p> <p>https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>one to ones ELSA SIAP</p> <p>How do we show consistently high expectations for behaviour that are understood by all?</p> <p>therapeutic mentor</p>	<p>EEF findings EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>Trauma informed school</p> <p>There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems</p>	<p>1, 2, 3, 4, 5</p> <p>1,2,3,4,5</p>

<p>Training for new therapeutic mentor.</p> <p>How do we show consistently high expectations for behaviour that are understood by all?</p>	<p>Therapeutic mentoring DFE -Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education document quoted</p>	<p>1,2,3,4,5,</p>
<p>Parental engagement in learning from EYFS</p>	<p>EEF findings EEF (+4) Developing parents as partners . Supporting parents and providing the skills and guidance to improve language skills and engagement in their child's learning.</p>	<p>1, 2, 3, 4, 5</p>
<p>Magic Breakfast Club</p>	<p>The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. There is also evidence that it improves attendance.</p>	<p>2, 3, 4</p>
<p>After School Clubs, Trips, (including Residential)</p>	<p>EEF - extending school EEF (+3) Our school curriculum offers a variety of enrichment activities to allow all children to be inspired by learning. We support parents with additional costs to enable all children to enjoy these experiences.</p> <p>Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.</p>	<p>3, 4</p>

Total budgeted cost: £169,255

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 to 2023 academic year.

Assessments during 2022/23 suggested that the disadvantaged children have made progress. Looking more carefully at these individual classes and pupils within year groups many children have been recognised as having other disadvantages and are on other pathways. The gap between PP and NPP children is close in most Year groups and in those with a widening gap interventions and SEND support has been accessed.

EXS+ Teacher Assessment

	No.	Reading			Writing			Maths			GPS			
		Autumn	Summer	Diff.	Autumn	Summer	Diff.	Autumn	Summer	Diff.	Autumn	Summer	Diff.	
Year 1 (28 chn)	PP	16	64%	57%	-7%	57%	50%	-7%	71%	79%	8%			
	Non PP	12	73%	73%	0%	64%	55%	-9%	73%	82%	9%			
Year 2 (22 chn)	PP	13	62%	54%	-8%	62%	54%	-8%	69%	54%	-15%			
	Non PP	9	67%	78%	11%	67%	67%	0%	89%	78%	-11%			
Year 3 (30 chn)	PP	18	47%	53%	6%	53%	71%	18%	59%	71%	12%	47%	71%	24%
	Non PP	12	67%	67%	0%	50%	75%	25%	75%	83%	8%	50%	67%	17%
Year 4 (27 chn)	PP	15	80%	87%	7%	73%	73%	0%	87%	87%	0%	80%	80%	0%
	Non PP	12	45%	64%	19%	45%	64%	19%	55%	82%	27%	55%	64%	9%
Year 5 (25 chn)	PP	12	25%	67%	42%	33%	42%	9%	42%	58%	16%	50%	67%	17%
	Non PP	13	83%	83%	0%	75%	75%	0%	83%	83%	0%	83%	83%	0%
Year 6 (30 chn)	PP	18	59%	50%	-9%	53%	28%	25%	41%	39%	-2%	59%	44%	-15%
	Non PP	12	92%	83%	-9%	75%	75%	0%	75%	67%	-8%	83%	75%	-8%

*Summer SATs data

See Appendix 1 at the end of evaluation for a larger table. Teaching provision has had an impact on progress and attainment of disadvantaged learners and continues to have a high profile across the school. Children with more than one disadvantage are identified quickly and a system is in place to support these needs with outside agencies. All teachers and leaders know who the PPG children are and the impact of provision on their learning, across the curriculum, is kept under review. Interventions are decided upon using this data and in class observations of the children's needs. The data above particularly demonstrates that those in Year 5 have made accelerated progress in Reading, Writing, Maths and GPS compared to NPP

Teaching is strong across the school and Quality first Teaching effectively embeds strategies to support disadvantaged learners in the classroom with established and robust interventions being linked to highly effective interventions and targeted support.

All leaders are able to evidence the impact of provision on the progress made by disadvantaged learners. Training on Scaffolding, focus children in Performance management linked to PP and SEND and WALKthru objectives enable teachers to plan with these pupils in mind. Teacher knowledge of the children as learners is more

precise and discussions with leaders in Team around the class meeting and Performance management meetings in Term 3 and 6 demonstrated this.

Targeted academic support has addressed challenges 1 and 2 (Poor speech and language development and Narrowing the attainment gap across Reading, Writing, Maths)

Soundwrite in 2022/23 - Great progress is being made throughout the year for disadvantaged children with interventions and extra reading linked to SoundsWrite. By the end of KS1 **all** PP pupils in Mainstream pass the phonics screening check. 100% PPG who accessed this small group intervention achieved the pass grade.

SoundsWrite interventions over the last 3 years at Studley Green showed that PP children are successful at acquiring phonic knowledge using this programme with 100% of PP children and NPP children achieving the pass mark in the phonics screening check in 2021 and 2023 and 81% of PP (13/16 children) passed compared to 92% NPP in 2022. Those not acquiring this level have SALT and EHCP support and planned phonic support within KS2.

Within EYFS interventions have targeted those Disadvantaged Learner within each carpet session and SoundsWrite session to answer questions. The daily intervention includes 4/7 children who are PP. WELLCOMM continues to be a successful intervention for improving vocabulary and speech and language targets, highlighting concerns and preparing them for Year 1. By the end of the summer, all those that had started in the interventions had acquired the skills required within the programme to be 5 years old appropriate.

Throughout the year data has supported PP children with the deployment for staff and this has changed to meet the individual needs especially in Year 3 with engagement and understanding in maths focus and Year 6.

Academic mentoring groups in Y5, Y6 from October and Y2 from Christmas focused on fluency, vocabulary and comprehension. The PP children within Year 5 showed accelerated progress with this support as shown in the data above. Year 6, the evidence was within class, with children being more engaged and confident within learning and assessment results demonstrates this. Within books there was evidence of improvement including within the moderation process.

Addressing challenges 3,4,5 and with wider strategies

At Studley Green this has had an increased importance because of the cost of living crisis. Magic breakfast sample numbers over the weeks were about 50% of children having breakfast were PP. More awareness of the need for PP to have breakfast was shared with staff as a result PP children accessing Magic breakfast regularly rose to

always above 53% and sometimes 60% of PP families having Magic breakfast to start the morning.

Therapeutic mentoring 16 / 20 PP children

PP children continue to be supported for the effects of trauma within their lives at Studley Green. All staff are trauma aware and it is evident within the school. These children have bespoke plans that support them within school and their families at home. The links between parents and staff are continually developing and being strengthened.

Young carer meetings happen termly to improve mental health and to enable them to share experiences. We have 14 young carers within school, 9/14 are also PP. Through our pastoral manager parents have time to discuss the referral process and fill in appropriate paperwork. The children have said they enjoy getting together and chatting.

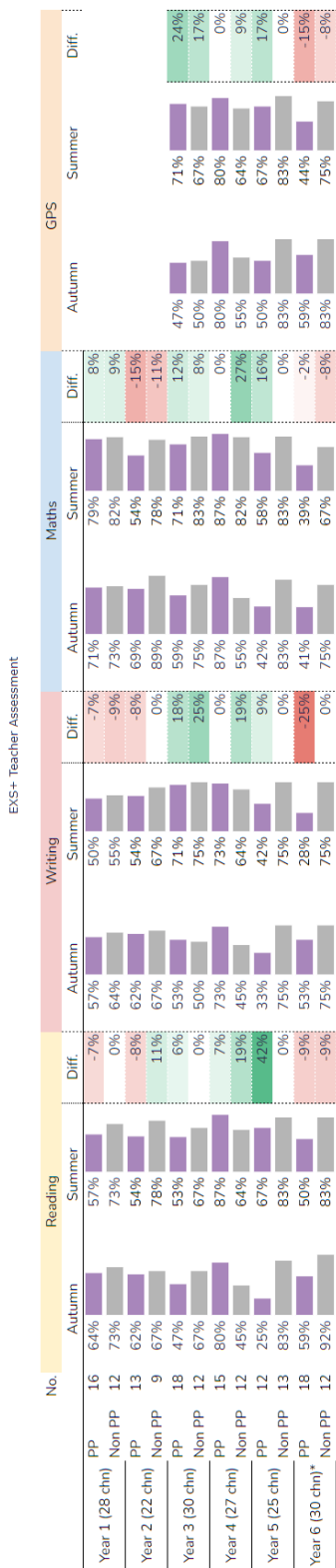
ELSA: We have had 33 referrals for ELSA. 58% of these referrals are to support parents and children from PP families compared to 42% NPP. To enhance our pastoral team we have invested into training of another therapeutic mentor and more training with mental health and well being. ELSA have delivered a more reliable programme as more staff are able to deliver and build secure and meaningful relationships.

Studley Green has a robust and quick process for supporting families with attendance issues. The School won the FFT award for attendance over different periods throughout the year. Attendance for the year 2022 -2023 was

Attendance breakdown			YEAR TO DATE								9/5/2022 - 7/21/2023
FSM6			All	R	1	2	3	4	5	6	
FSM6	114	School	95.1%	92.5%	95.0%	96.0%	93.7%	96.5%	95.1%	95.7%	
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%	
		Difference	+3.8%	+3.1%	+4.4%	+4.6%	+2.0%	+4.8%	+3.4%	+4.1%	
Not FSM6			All	R	1	2	3	4	5	6	
Not FSM6	103	School	94.5%	94.2%	95.0%	95.7%	93.6%	92.4%	95.2%	95.6%	
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%	
		Difference	-0.2%	+0.9%	+0.8%	+0.8%	-1.6%	-2.8%	+0.1%	+0.5%	

Overall, FSM6 have a higher attendance than Not FSM6 and the gap between them is small.

Pupil Premium Mainstream



* Summer SATs data

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