

# Studley Green Primary School Pupil premium strategy statement 2023-2024

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	213 (September 2023)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>Year 1</b> of 3 year strategy
Date this statement was published	November 2023
Date on which it will be reviewed	September 20th 2024
Statement authorised by	Jon Edy-Berry
Pupil premium lead	Dawn Cottle
Governor / Trustee lead	Alison Tyas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,670
Recovery premium funding allocation this academic year	£23118
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 182,788

# 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. Also 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.
- ✓ To ensure children are secondary ready by the end of Year 6

## 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 on arrival to school

2	Narrowing the attainment gap across Reading, Writing, Maths
3	Attendance and Punctuality issues.
4	Small core group of children who have trouble regulating and working within boundaries
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
Linked to challenge 1: <b>To raise the standards of spoken language and use of vocabulary.</b>	By the end of EYFS, >90% pupils achieving green on WELCOMM
Linked to challenge 2: <b>To raise standards to at least the same attainment levels as non-PP pupils in reading, writing and maths.</b>	By the end of KS1, >60% whole school (75% mainstream) 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
Linked to challenge 2: <b>To raise the standards in Phonics and reading.</b>	All pupils able to read fluently >80% (90%) or better pass the phonics test in Year 1 >60% (80%) 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
Linked to challenge 2: <b>To raise the standards in writing.</b>	All pupils to be able to write for an appropriate purpose and audience: >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
Linked to challenge 2: <b>To raise the standards in maths.</b>	All pupils to reason mathematically to good effect, applying confident fluency of maths facts: >60 % (75%) of pupils achieve the expected standard or above by the end of KS1 >60 % (75%) of pupils pass the times tables check in Y4

	>60 % (75%)of pupils achieve the expected standard or above by the end of KS2
Linked to challenge 3: <b>To continue to Improve attendance and punctuality.</b>	Continue to have no gap between FSM and all pupils' attendance with all >national Reduce FEx and PEx to <national for those in receipt of PP
Linked to challenge 4: <b>To reduce the small core group of children who have trouble regulating and working within boundaries</b>	A reduced number of children escalated to red while in learning situations linked to our behaviour policy
Linked to challenge 5: <b>To increase parental engagement.</b>	More enrichment and family based learning offered at school Inclusive school - celebrating individuality >80% of PP parents engage with school

## 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: £23,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality 1st Teaching WALKTHRUs Continue to develop Walkthrus and instructional coaching throughout school to strengthen and improve teaching and learning in all classes  Refer to SIAP 2023 2024	<a href="#">EEF Guidance</a> 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. We will be pairing staff to support teaching and learning through instructional coaching The focus will be bespoke to individual classes. <a href="#">Walkthrus foundation and common beliefs</a> WALKthrus build on Rosenshine's Principles, The Marge model, ethic of excellence etc	Challenges 1 and 2

<p>To continue to build on the successes of last year - resources to help strengthen teacher teaching of writing and maths and make assessments stronger</p> <p>Refer to Maths Action plan SIAP 2023 2024</p>	<p>To support teachers we have paid into No more marking <a href="#">NMM</a> and Planpanion (which was Deepening understanding) <a href="#">Planpanion</a></p> <p>Maths No problem resources <a href="#">MNP</a></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> <p>Reviewed by edtech it stated <a href="#">review 2023</a></p> <p>New and tried -to support Remembering more and help children be more independent in their method for retrieval.</p> <p>Flash card app Carousel learning has been purchased <a href="#">Carousel learning</a></p>	<p>Challenges 1 and 2</p>
<p>Sounds write</p> <p>Soundwrite training: Continued training of new members of staff to develop the Sounds write programme and resources. Refined training for KS 2 teachers in spelling patterns and polysyllabic words especially ECTeachers</p>	<p><a href="#">EEF finding</a> 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> <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>Challenges 1 and 2</p>

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

Budgeted cost: £37,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELLCOMM Refer to EYFS Action Plan - assessment and interventions.</p>	<p><a href="#">EEF findings</a> EEF (+6 months and +7 months in EYFS) Children come into school with lower than expected language skills 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. Continued within Year 1 as intervention</p>	<p>Challenges 1 and 2</p>
<p>Improving communication Speech and language therapy Designated TA to support children with their Speech and Language targets in Mainstream 1 to 1 focus time. Highlighting and communicating with teachers what can be done within class to reinforce.</p>	<p><a href="#">EEF finding</a> (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact ... this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Also individualised instruction evidence or 1 to 1 tuition</p>	<p>Challenge 1 and 2</p>
<p>Academic mentor To work with small groups of children to close gaps</p>	<p>NTP Academic mentoring <a href="#">EEF link</a> There is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils.</p>	<p>Challenges 1 and 2</p>
<p>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</p>	<p><a href="#">Sounds Write</a> 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. Particularly in year 1 and 2</p>	<p>Challenges 1 and 2</p>
<p>Continued improvement of basic number skills and fluency</p>	<p>Fluency has improved, as has arithmetic scores over the past 2 years and this need to continue</p>	<p>Challenge 2</p>

<p>High quality, structured and time specific targeted catch up interventions by TAs and teachers</p> <p>KS1 Number Sense Maths programme</p> <p>KS2 No Nonsense Number Facts</p> <p>Numbots / TTRockstars subscriptions so children can access and practice on fluency</p>	<p><a href="#">Numbersense</a> for the use in Keystage 1</p> <p>No Nonsense Numbers</p> <p>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</p>	
<p>Raise attainment of Maths particularly in KS2</p>	<p>Number Stacks <a href="#">Link to case studies and reviews</a></p>	<p>Challenge 2</p>

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

Budgeted cost: £98,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>one to ones</p> <p>ELSA appropriate training for New ELSA TA</p> <p>SIAP 2023 - 2024</p> <p>Point 2 &amp; 3</p> <p>therapeutic mentor</p>	<p><a href="#">EEF</a> findings      EEF (+3mths)</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"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="#">Trauma informed school</a></p> <p>There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained</p>	<p>Challenges 1, 2, 3, 4, 5</p>



<p>Appropriate training for new therapeutic mentor.</p>	<p>therapists in delivering a number of interventions addressing mild to moderate mental health problems</p> <p><a href="#">Therapeutic mentoring</a> 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 <a href="#">document quoted</a></p>	
<p>Parental engagement in learning from EYFS</p>	<p><a href="#">EEF findings</a> EEF (+4mths) 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>Challenges 1, 2, 3, 4, 5</p>
<p>Affordable schools programme time out of class for PP lead to audit, collect information and improve Studley Green schools engagement with parents Involve the school in a variety of initiative and activities including -Supporting and encouraging reading at home -Plot to plate -Yr6 EPQ -Learning musical instruments</p>	<p><a href="#">EEF parental engagement</a> and academic learning EEF (+4mths)  Their findings have included The majority of studies examined home reading interventions. A smaller number of studies examined interventions that aimed to improve parenting skills.  Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.  Parental engagement approaches have been evaluated in 10 countries around the world with broadly similar findings.</p>	<p>Challenge 1,2,3,4,5  Info</p>
<p>Parental engagement throughout the school Organise events within the school encouraging children and parents to learn together and have fun. Signpost and promote learning for parents and use school to facilitate events Invest in positive personalised dialogue</p>	<p><a href="#">EEF findings</a> EEF (+4mths)  The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive.</p>	<p>Challenges 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,</p>	<p>Challenges 3 and 4</p>

<p>subsidisation of food and stuffing to Breakfast club</p>	<p>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>Subsidizations of after School Clubs, Trips, (including Residential)</p> <p>Need for supply cover to arrange, manage and possibly deliver</p>	<p><a href="#"><u>EEF - extending school</u></a>  EEF (+3mths)  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>Challenges 3, 4, 5</p>

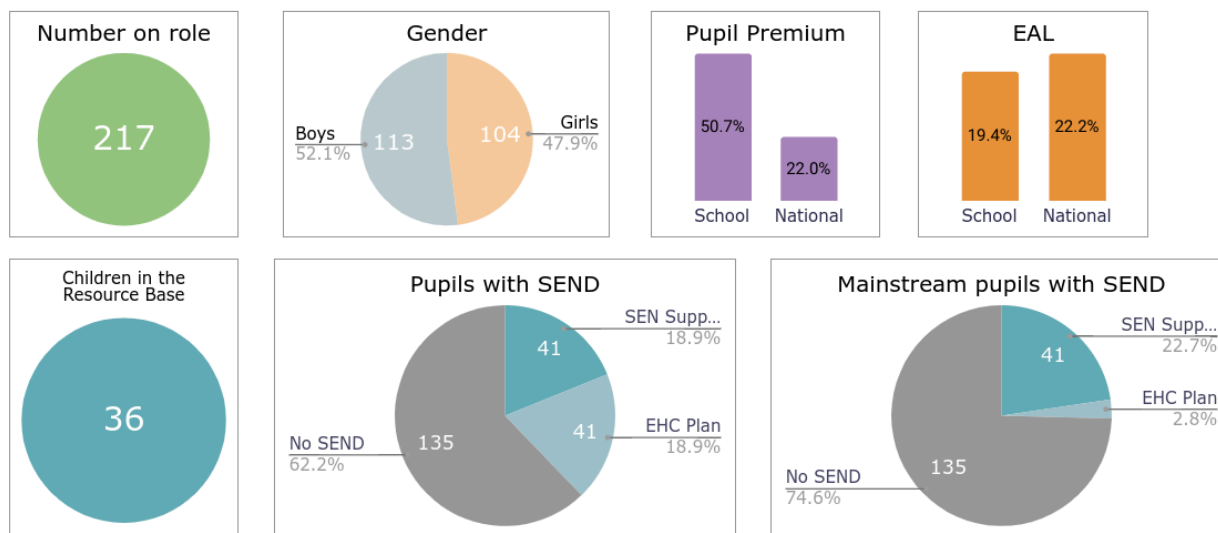
**Total budgeted cost: £159,222**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Assessments during 2023/24 suggested that the disadvantaged children have made some 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. Our summative assessment data for Pupil premium children compared with Non pupil premium shows that the gap between Pupil premium children's attainment and those Non Pupil premium children is widening in most year groups. This is our greatest challenge and will be a big part of our whole school action plan next academic year.

#### Studley Green Summer Data 2023-24



#### Pupil Premium Mainstream

		EXS+ Teacher Assessment			
		No.	Reading		Diff.
			Autumn	Summer	
Year 1 (16 chn)*	PP	8	50%	63%	13%
	Non PP	8	75%	75%	0%
Year 2 (29 chn)	PP	15	44%	53%	9%
	Non PP	14	50%	50%	0%
Year 3 (27 chn)	PP	14	54%	64%	10%
	Non PP	13	70%	69%	-1%
Year 4 (28 chn)	PP	16	53%	50%	-3%
	Non PP	12	67%	75%	8%
Year 5 (30 chn)	PP	18	69%	61%	-8%
	Non PP	12	67%	33%	-34%
Year 6 (26 chn)	PP	12	25%	17%	-8%
	Non PP	14	83%	64%	-19%

		No.	Writing		
			Autumn	Summer	Diff.
Year 1 (16 chn)*	PP	8	67%	63%	-4%
	Non PP	8	63%	75%	12%
Year 2 (29 chn)	PP	15	44%	47%	3%
	Non PP	14	50%	43%	-7%
Year 3 (27 chn)	PP	14	77%	64%	-13%
	Non PP	13	70%	69%	-1%
Year 4 (28 chn)	PP	16	41%	50%	9%
	Non PP	12	67%	75%	8%
Year 5 (30 chn)	PP	18	50%	39%	-11%
	Non PP	12	56%	25%	-31%
Year 6 (26 chn)	PP	12	25%	58%	33%
	Non PP	14	83%	64%	-19%

		No.	Maths		
			Autumn	Summer	Diff.
Year 1 (16 chn)*	PP	8	67%	75%	8%
	Non PP	8	88%	100%	12%
Year 2 (29 chn)	PP	15	44%	53%	9%
	Non PP	14	58%	57%	-1%
Year 3 (27 chn)	PP	14	77%	71%	-6%
	Non PP	13	90%	69%	-21%
Year 4 (28 chn)	PP	16	53%	56%	3%
	Non PP	12	75%	75%	0%
Year 5 (30 chn)	PP	18	69%	56%	-13%
	Non PP	12	56%	50%	-6%
Year 6 (26 chn)	PP	12	25%	0%	-25%
	Non PP	14	83%	64%	-19%

		No.	GPS		
			Autumn	Summer	Diff.
Year 1 (16 chn)*	PP	8			
	Non PP	8			
Year 2 (29 chn)	PP	15			
	Non PP	14			
Year 3 (27 chn)	PP	14	38%	72%	34%
	Non PP	13	70%	62%	-8%
Year 4 (28 chn)	PP	16	35%	56%	21%
	Non PP	12	42%	58%	16%
Year 5 (30 chn)	PP	18	56%	50%	-6%
	Non PP	12	56%	50%	-6%
Year 6 (26 chn)	PP	12	33%	33%	0%
	Non PP	14	83%	50%	-33%

When evaluating our approaches last academic year; teaching in some classes and some targeted academic support was disrupted by students struggling to regulate themselves. This led to lack of continuity in some situations and to interventions. We

have also looked at the way data has been collected throughout the year and have noticed that there is a discrepancy between those at expected level of attainment in KS2 NFER tests and SAT attainment at the end of Year 6. This will also be addressed in next year's Pupil Premium strategy.

The quality of teaching and training for teachers was enhanced by the walkthru programme. Coaching and Performance management targets strengthen the delivery of lessons to disadvantaged pupils. This focus led to more interactions between Pupil premium children and teachers and Support staff.

Alongside Wiltshire, Studley Green Pupil premium children in Year 6 attained poorly compared to Non pupil premium children in Maths in particular. Studley Green still believes that Maths No problem is a sound mastery approach to Maths but recognises that more time needs to be given to the practice and retrieval of key mathematical concepts rather than journaling.

Soundwrite continues to be a good systematic approach to learning phonics for all disadvantaged learners. In all KS1 data, progress in phonics can be seen. This year 78% (7/9 children) Pupil premium children passed the phonics screening check compared to 88% (7/8 children) Non Pupil premium. Soundwrite continued to strengthen and improve fluency of reading in Year 2.

#### Targeted academic support

Wellcomm continues to be an excellent tool to tackle poor speech and language development on arrival at school. This year none of the Pupil premium children came in having the expected level of language skills. By teacher-led play situations, wellcome intervention groups and skilled questioning to develop language 78% of Pupil premium children achieved the expected level of language they use and grammar they understand by the end of EYFS.

Soundwrite as an intervention in year 1 helped 4/7 children reach a pass mark in the phonics screening check. In year 2, Of those children who did pass 67% ( $\frac{2}{3}$ ) were pupil premium. All Those who did not achieve have been recognised with other disadvantages and will continue to have Soundwrite interventions in Year 3.

Speech and language therapy has been delivered outside the classroom for those who needed extra support to produce sounds correctly under the instruction of the speech and language therapists. This has led to clearer speech and progression in speech and English targets. Two children; one of which is Pupil premium have been signed off.

#### Numbersense

From our assessment of Number Sense within Studley Green although it seems to have addressed some gaps in learning for Key Stage 1 it has not reduced the

attainment gap and accelerated the children's maths skills so we have decided to invest in another programme next year.

### Numbots / TTrackstars

All children are enrolled onto Numbots and TT rockstars. Pupil premium children are given computing equipment to access this at home if it is needed. Time is given within school to teach children how to access the different parts and Year 4 children practise daily at the start of our school day. These two programmes support the children to remember number facts quickly in a variety of ways.

### Attendance and Punctuality

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
FSM6	94.3%	92.2%	+2.1% ●	94.3%	91.6%	+2.6% ●	93.9%	91.3%	+2.5% ●
Not FSM6	94.9%	95.4%	-0.5%	95.4%	95.1%	+0.3%	93.8%	95.1%	-1.2% ●

Within Studley Green we have a robust system for tracking and supporting parents and children with attendance issues and our Pupil premium children have attendance above National and very close to our Non pupil premium children. Our pastoral support team work tirelessly to make bonds and develop trust with pupil premium children and parents. Pupil premium children with persistent absences is 50% (19/38 children). These children and parents have been encouraged to work with school to help support learning. Staffing and individual timetabling has had success. It has enabled children to be within a school setting learning how to self regulate and recognise their emotions.

### Wider Strategies

The wider strategies that we use within Studley Green have a great impact on the children's readiness to learn and wellbeing.

Magic Breakfast continues to support hungry children. We offer free breakfast to all children who need it and between 44 - 50% of Pupil premium children make use of this, many others come in to be warm and start the day in a positive way. This and our robust system for recording and addressing attendance issues has led to many children arriving at 8.30.

Studley Green always strives to share children's learning and attainment with parents. Last year above 80% of Pupil Premium children's parents attended both parents evenings. Those which were unable to attend, staff followed up with phone conversations or combined parents evening and sharing their children's successes with behaviour or SEND meetings.

Pupil premium children and those with more than one disadvantage benefit greatly from the pastoral support offered at Studley Green. Within this service; Pupil premium children are accessing therapeutic mentoring, ELSA, 1 to 1 activities, outside agency

support and interventions linked to reading, writing and maths. The wider strategies work with families so the child hears the same messages from home and school. Teachers work closely with pastoral staff: knowing the children, their background and how the children respond in different situations. In therapeutic mentoring 26 children benefited from this year, 96% (25/26) of them were Pupil premium. For these children over 50% were also SEND or CLA making them doubly disadvantaged.

We embarked on the Affordable schools strategy. We wanted to specifically look at engaging parents. We took time this year to ask staff and parents how they felt our school was in terms of value for money. There was a positive response with over 96 parents contributing. We found that both staff and parents felt that trips, uniform and lunch/ fun events were the most expensive. We acted on what they told us. Our school uniform, we now believe, is the cheapest in Trowbridge and can be bought from us or supermarkets. We hope to make choosing and collecting second hand uniforms less noticeable next year. The cost of trips has been thought about: teachers have spread them throughout the year as well as looking at the cost in other years so that families with siblings won't get a big cost in one term. Teachers have researched cheaper options or found free places to visit allowing all Pupil premium children the experiences that help support their learning and excitement.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*  
**How our service pupil premium allocation was spent last academic year**

<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*