

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Staughton Primary Academy
Number of pupils in school September 2022 September 2023 September 2024	80 Reception – Year 6 + nursery children 74 Reception - Year 6 (80 including Nursery) Current: 72 Reception – Year 6. (84 including Nursery)
Proportion (%) of pupil premium eligible pupils September 2022 September 2023 September 2024	10% (8 children) Current: 8% (6 children) (9% including nursery (7)) Funded: 8 children Current: 15% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Suzi Whiting – Executive Headteacher
Pupil premium lead	Suzi Whiting – Executive Headteacher
Governor / Trustee lead	Su' Thompson – Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year September 2022 September 2023 September 2024	£11080 £11640 £15235
Pupil premium funding carried forward from previous years (enter £0 if not applicable) September 2022 September 2023 September 2024	£0 £0 £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 September 2022 September 2023 September 2024:	£11080 £11640 £15235

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal and external data shows that progress in Key Stage 2 is slower for disadvantaged pupils compared to their non-disadvantaged peers.
3	Our assessments, observations and discussions with pupils and families shows that more disadvantaged pupils are challenged by a lack of access to technology, resources and educational materials to help with remote and/or home learning.
4	Our attendance data during 2021-2022, indicates that attendance among disadvantaged pupils was worse than their non-disadvantaged peers (91.1% among disadvantaged pupils and 94.3% for non-disadvantaged).

5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils. Disadvantaged pupils are often less likely to join extra-curricular clubs or participate in outings and visits due to the cost.
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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
Improved attainment of disadvantaged pupils.	KS2 reading, writing and maths combined outcomes indicate that more than 75% of disadvantaged pupils meet the expected standard.
Improved progress within Key Stage 2 of disadvantaged pupils.	Yearly outcomes indicate that more than 75% of disadvantaged pupils are making good progress within KS2, compared to their KS1 starting points.
Improved engagement in remote learning and/or homework from our disadvantaged pupils.	Continuation of provision of uniform, food and educational resources where necessary in order to level the playing field for disadvantaged pupils. Continue providing at least one bursary place in a Rock Steady band each term to a child eligible for Pupil Premium funding.
To achieve and sustain improved attendance for disadvantaged pupils.	Attendance data will show that absence level of disadvantaged pupils has been reduced and that the attendance gap between disadvantaged pupils and their non-disadvantaged peers is also reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • continued low numbers of bullying incidents • continued participation in enrichment activities by disadvantaged pupils • continuation of 'no child left behind' ethos by using pupil premium funding to subsidise the cost of all trips and visitors for disadvantaged pupils. This will be extended to music lessons,

	access to our wrap-around care and other extra-curricular clubs where necessary (as usual).
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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: £5000; ~~£5000~~, £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on Lego-based Therapy.	There is evidence that Lego-based therapy can meet specific needs and can be an effective method to support low-attaining pupils or those falling behind. It helps to develop social communication skills. Lego-based therapy	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine education practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg: improved academic performance, attitudes, behaviour and relationships with peers). EEF Social and Emotional Learning in Primary Schools	5,
Training for all staff on children's mental health and childhood adverse experiences.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg: improved academic performance, attitudes, behaviour and relationships with peers). Childhood Adverse Experiences	5,
Take part in the Nuffield Early Language Intervention programme. This should support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing staff training and release time.	There is strong evidence that oral language interventions are inexpensive to implement with high impact on reading and learning more generally. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £3080; £3640, £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group sessions targeted at disadvantaged pupils who are at risk of not achieving age-related expectations in reading, writing and maths by the end of the year.	Targeted teaching in small groups at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind. Small Group Tuition – Education Endowment Fund	1
Additional small group sessions targeted at disadvantaged pupils who are at risk of not making good progress, from their relative starting points, in reading, writing and maths by the end of the year.	Targeted teaching in small groups at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind. Small Group Tuition – Education Endowment Fund	2
Individual reading sessions with disadvantaged pupils more regularly in school.	Targeted teaching in small groups or individually, at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind	1,2

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

Budgeted cost: £ 3000; £3000, £4235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subsidise trips and enrichment opportunities.	Our experiences show that experiential learning for children is very effective. Enrichment opportunities are particularly important for disadvantaged pupils with limited life experiences. Using Your Pupil Premium Funding Effectively	1, 2, 5
Continue to provide or lend technology devices and other educational resources for remote learning etc. to any	Remote Education Good Practice There is good evidence to suggest that pupils with less access to technology devices or educational resources will engage with remote learning less and	1, 2, 3, 5

family that need support.	progress at a slower rate than their non-disadvantaged peers.	
Continue to work towards achieving the gold award of Rights Respecting Schools award.	The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.	5
Continue to embed the principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 4

Total budgeted cost: £ 11080; £11640, £15325

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 2020 to 2021 academic year.

2021-2022

Our internal assessments during 2021/2022 suggested that the performance of disadvantaged pupils often remained lower than their disadvantaged peers. A smaller number of them also made good progress within Key Stage 2, based on their Key Stage 1 starting points.

The Covid-19 pandemic and related school closures, both in 2019-2020 and in 2020-2021, disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, across the whole school year. The impact of this was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure which was aided by our excellent and flexible remote learning offer. Our teaching staff also provided first-class support to all families through Tapestry after we ensured that all of our pupils had access to the technology devices and the educational resources they needed to learn effectively from home, including lending devices and/or printing packs each week of all worksheets etc. We called disadvantaged families at least weekly during school closures to offer emotional as well as practical support.

Overall attendance in 2021/22 was 95.2%, which is very close to the government's expectation of 96%. The absence rates for our disadvantaged pupils was higher than their non-disadvantaged peers, at 91.1%. Attendance of disadvantaged pupils had been improving in our school and we are determined to further narrow the gap between them and their non-disadvantaged peers.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and their families and targeted interventions where required by employing a part-time teacher for recovery intervention work. We are building on that approach with the activities detailed in this plan.

2022-2023

In EYFS, one child was eligible for pupil premium funding and they achieved GLD. Attainment for children eligible for pupil premium funding was higher than their peers in at the end of KS1 with 100% of children being at the expected standard in Reading, Writing and Maths. By the end of KS2, 75% of children eligible for pupil premium funding achieved EXS in Reading and, due to the small cohort size and number of children eligible, percentages for this, alongside other subjects, are skewed and not necessarily a valid representation of the attainment. Across the rest of the Key Stage, and KS1, all

children eligible for pupil premium funding are on track for at least EXS in the vast majority of subjects.

The target of at least 75% of children making expected progress by the end of KS2 from KS1 was met in all statutory assessments.

Children were provided with opportunities to complete their homework with support from the school to ensure that this was up-to-date and that they did not fall behind their peers with regards to this element of their education.

Informal monitoring has shown that children's needs with regards to their wellbeing have been met by the range of supports that the school offers. All children have been provided equal opportunity to participate and attend in trips and clubs run by the school, such as, performing at the O2 arena in London and watching the ballet at the Royal Opera House, and are supported as and when this has been required. Children eligible for pupil premium funding have partaken in school-funded Rock Steady sessions and performances as well as making use of the school's wrap-around provisions. Records show that children eligible for pupil premium funding are not more likely to be involved in any behaviour related incidents.

Attendance for children eligible for pupil premium funding has risen from 91.1% to 95.2% (2021/2022 to 2022/2023), with the gap between this and their peers also closing.

2023/2024

Children have all been provided with equal opportunities to attend a range of trips and clubs run by the school, supported with the cost of this as and when required to ensure that no children missed out on participating in these. These opportunities ranged from performing at the O2 as a part of Young Voices, to residentials at Hilltop and Grafham to visiting the Computing Museum in Cambridge, as well as including opportunities for wrap around care and access to homework clubs to ensure that children would not fall behind in their home learning.

Children eligible for pupil premium funding have partaken in school-funded Rock Steady sessions and performances, including performing to the school and parents.

100% of children eligible for pupil premium funding all achieved GLD in EYFS, passed the PSC in Year 1 and EXS+ combined at Key Stage 1 and Key Stage 2

Attendance for children eligible for pupil premium funding has risen from 91.1% (2021/2022), to 95.2% (2022/2023) to 95.6% this academic year.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that may not be funded by pupil premium or recovery premium. That will include:

- Continuing to offer high-quality extra-curricular activities to boost wellbeing, attendance and spiration. Activities will focus on building life skills such as fitness, confidence, resilience and socialising. Disadvantaged pupils will be encouraged to attend.
- Embedding and developing a 3D curriculum within our school to embed high quality practice in all subjects. Links will be made between prior, present and future learning along with cross-curricular links between subjects and year group expectations. Explicitly linking learning with changes to our brains will encourage all pupils to begin to take responsibility for their learning but will aim to specifically target our disadvantaged pupils and their families by making learning irresistible.
- A biennial careers week which will focus on high aspirations for all pupils, their choices and life skills particularly important for employment such as application forms and letters and monthly budgeting of finances.
- A focus on the higher achieving pupils, including those who are disadvantaged.

Planning, implementation and evaluation

In planning our pupil premium strategy, we evaluated whether activity undertaken in previous years had had the degree of impact we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutinies, conversations with pupils and their families in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the Covid-19 pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and to work out which activities and approaches are most suitable and most likely to work in our school. We will continue to use it through the implantation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.