

# Pupil Premium Strategy Statement

## Stillington Community Primary School 2024-2025

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	Stillington Primary School
Number of pupils in school	27 main school 1 nursery
Proportion (%) of pupil premium eligible pupils	16 Children (57.14%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Governing Board
Pupil premium lead	India Tordoff
Governor / Trustee lead	SEND Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10360
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	£10360

## Part A: Pupil premium strategy plan

### Statement of intent

In line with our vision, we aim for every child to reach their full potential whatever their experiences and abilities. We aim to provide the tools and resources to enable all pupils to flourish and make rapid progress.

Through the use of targeted pupil premium funding, we focus on removing the barriers for disadvantaged children through additional adult support, interventions focussing academic and social and emotional barriers, resourcing and development of teacher subject knowledge in order for every child to have equity in their educational experience.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Communication</b> 40% of our pupil premium pupils have underdeveloped oral language skills and vocabulary. There are some language and vocabulary gaps among this group of pupils compared to their peers. This impacts on social and communication skills as well as their phonics, reading and writing. Some of these children are quiet in the classroom and will not input their ideas into discussions.

2	<p><b>Learning, Attainment and Progress</b></p> <p>36% of the Pupil premium pupils have some SEND needs. This group also has lower attainment compared to their peers; most Pupil Premium pupils (60%) are working towards national expectations. The challenge is to increase this group's attainment and progress across Reading, Writing and Maths. Through high quality teaching and planned interventions and support.</p>
3	<p><b>Attendance</b></p> <p>Whole school attendance is above national at 93.96% for 2023-24. Our attendance data for PP pupils is generally good at 92.37%. Some of the PP children have previously had lower attendance which is something we will continue to monitor and work with families to maintain/improve attendance. Some of the children are on a part-time timetable which has caused the attendance percentage to be lower.</p> <p>Our assessments and observations indicate that this absenteeism is negatively impacting this particular group's progress. It has also impacted on their wellbeing and mental health.</p>
4	<p><b>Inclusion and enrichment</b></p> <p>Some of the pupils have limited access to extra-curricular activities and find it difficult to pay for educational visits, extra-curricular clubs and sports/music tuition. One club per week are offered with free/subsidised places for children in receipt of FSM and service children. Visits and residential are subsidised, as are music and sporting opportunities.</p>
5	<p><b>Mental health, wellbeing and relationships</b></p> <p>33% of the children have SEMH needs, some receive support from both outside agencies and specialist TAs in school for nurture, wellbeing and therapeutic interventions. Many of the challenges for this group are in Social and Emotional Health, wellbeing and relationships. With concerns and needs around self-regulation, management of feelings and positive relationships.</p>

## 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
<p><b>1.Communication</b></p> <p>1.1 To develop oral language skills and vocabulary.</p> <p>1.2 An improved confidence in speaking and listening activities.</p> <p>1.3 To use high quality texts, modelling and challenging vocabulary, talk and discussion across whole curriculum to develop oracy and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Oracy, language skills and vocabulary are improved.</li> <li>• High quality texts, strategies to improve discussion and vocabulary are used across whole curriculum.</li> <li>• High quality interventions support and develop vocabulary and oracy and improved confidence in speaking and listening.</li> <li>• Drama sessions have a positive impact on pupils confidence.</li> </ul>

<p><b>2. Learning, Attainment and Progress</b></p> <p>2.1 To ensure QfT in all classrooms so that children in every class have the best possible education.</p> <p>2.2 To raise pupil attainment in reading, writing and maths</p> <p>2.3 To ensure disadvantaged children make expected or more than expected progress in reading, writing and maths</p> <p>2.4 To give children targeted support in small groups in addition to work covered in class.</p>	<ul style="list-style-type: none"> <li>• QfT and adaptive teaching is seen in all classrooms in lesson observations/learning walks.</li> <li>• Pupils attainment is increased so that more pupils reach the expected in Writing, Reading and Maths and some achieve the greater depth standard.</li> <li>• Pupils progress is increased so that more pupils reach the expected standard and more achieve greater depth in Writing, Reading and Maths.</li> <li>• Well used and developed library areas.</li> <li>• Targeted support planned and taught to small groups.</li> <li>• Century is used regularly to identify and close attainment gaps.</li> </ul>
	<ul style="list-style-type: none"> <li>• Shine interventions are used to close the attainment gap.</li> </ul>
<p><b>3. Attendance</b></p> <p>3.1 To support children that have poor attendance or are regularly late for school and improve their overall attendance.</p> <p>3.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance is improved through working with families and outside agencies.</li> <li>• Pastoral lead supports families.</li> <li>• Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsidised breakfast club sessions.</li> </ul>
<p><b>4. Inclusion and enrichment</b></p> <p>4.1 To provide a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy.</p> <p>4.2 Enhance and develop learning and experiences that develop children's cultural capital.</p>	<ul style="list-style-type: none"> <li>• A wide range of subsidised school visits, visitors and experiences are provided, all PP pupils expected and supported to attend</li> <li>• Pupils knowledge, vocabulary and cultural capital improved, shown through pupils voice</li> </ul>
<p><b>5. Mental health, wellbeing and relationships</b></p> <p>5.1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>5.2 Provide opportunities for children who are experiencing emotional difficulties to use play to communicate.</p> <p>5.3 To reduce disruption to learning, reduce behaviour incidents</p> <p>5.4 To raise self-esteem, promoting confidence and increased motivation</p> <p>5.5 Provide children with the skills to identify their mood and know what to do to change their mood if feeling low.</p>	<ul style="list-style-type: none"> <li>• Wellbeing, mental health, relationships and self-esteem and increased for all, through whole school approaches to wellbeing and relationships <ul style="list-style-type: none"> <li>• Nurture and play based interventions planned and delivered</li> </ul> </li> <li>• Referrals made and outside agencies work in school with identified pupils.</li> <li>• Disruption to learning, behaviour incidents reduced <ul style="list-style-type: none"> <li>• Children are accessing an increased amount of learning.</li> </ul> </li> <li>• Staff knowledge of behaviour management, trauma and wellbeing developed through CPD.</li> </ul>

## 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)

*Total allocation: £ 500*

*Training: £500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and modelling high quality vocabulary.	Teaching and modelling vocabulary <a href="https://educationendowmentfoundation.org.uk/early-years-evidencestore/communication-and-language?approach=teaching-and-modellingvocabulary&amp;utm_source=early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabulary">https://educationendowmentfoundation.org.uk/early-years-evidencestore/communication-and-language?approach=teaching-and-modellingvocabulary&amp;utm_source=early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabulary</a>	1
To provide high quality feedback in lessons to support progress of all learners.	Feedback +6 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a>	2
To improve teacher knowledge on effective teaching and learning strategies, including high quality modelling and scaffolding.	High quality teaching and learning through modelling and scaffolding <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a>  Collaborative learning approaches +5 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	2, 4
To improve comprehension and reading strategies for KS2, including fluency and reading interventions, developing a love for reading.	Reading comprehension strategies + 6 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 4
CPD on self-regulation strategies to improve outcomes	Self-regulation + 7 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2, 5
School day extended at Foston to support teaching and learning time.	Extending the school time +3 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time</a>	1-5

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

**Total allocated £3380**

Shine: £500

Century: £200

TA support: £2680

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver effective speaking and listening interventions.	Oral Language Interventions +6 EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	1, 4
Focussed tutoring sessions in maths to close attainment gaps.	1:1 tuition +5 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>  Small tuition groups +4 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
Reading interventions to develop fluency and comprehension skills.	Reading comprehension strategies + 6 EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	2, 4

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

**Budgeted cost: £6480**

Extra-curricular and trips: £3480

Drama: £1,000

Pastoral Support: £1,000

SENCO support: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Arts participation (drama, music and dance, residential) and extracurricular opportunities.	Arts participation +3 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 3, 4
Breakfast club offer to improve attendance.	Attendance report due <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understandingthe-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improveattendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-ofattendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understandingthe-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improveattendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-ofattendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	1, 2, 3, 4
Pastoral lead to work closely with parents and improve engagement.	Parental engagement +4 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>	2, 3, 5
Self-regulation strategies to improve outcomes	Self-regulation + 7 months EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</a>	2, 5

**Total budgeted cost: £ 10360**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to the size of our cohorts across the school, our school data is suppressed.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that as a school we face many challenges including progress and achievement, attendance, social emotional and mental health needs, communication needs and inclusion.

Based on all the information above, the performance of our disadvantaged pupils met our expectation, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that we achieved our previous strategy aims:

- Oracy, language skills and vocabulary are improving, and pupil voice exercises are stronger across all curriculum subjects. The precise knowledge within the curriculum progression maps supports the children to know more and remember more. The children have vocabulary focuses as part of all lessons.
- High quality texts have been selected for English lessons and are coherently sequenced. All books in the school libraries have also been audited and selected. Children can now take books home using the school library system and have regular access to these sections.
- Vocabulary identified and used across whole curriculum from reception to year 6 and is sequenced and progressive. Vocabulary teaching forms part of all lessons in school.
- Children with speech and language needs are quickly identified in school and assessed using Verbo. We deliver interventions for Talkboost, inference and programmes advised from speech and language therapists. Children are promptly referred to SALT if there is a need.
- Children enjoy drama teaching in school and talk positivity about the sessions with our drama teacher. Children have a drama lesson each half term and we also offer drama extra-curricular clubs. Children have developed their confidence in school performances and services.
- We have a whole school provision map that staff members use to inform the individual provision maps. There is evidence of quality first teaching strategies within classrooms, but this is not yet consistent. A focus is required on adaptive teaching and a universal offer for all.
- There will be a focus on writing this academic year.

- Results for reading, writing and maths across the year groups is good. If children are not on track in their learning, they are quickly identified, and evidence-based interventions are put in place to support their progress. These include precision teaching, shine interventions, phonics interventions and number box.
- Children achieve well in phonics and is a strength of the school.
- Highly effective implementation of Little Wandle by experienced reading lead.
- Strong phonics screening results.
- Whole class approach to guided reading is now developing.
- Century is used in KS2 to identify and close attainment gaps through self-study at home and school.
- School attendance figures are above national, and attendance has improved.
- The pastoral and attendance lead works closely with families with positive impact on attendance.
- School educational visits have been subsidised.
- There have been a range of extra-curricular opportunities including sports club, drama clubs, forest schools, cooking, dance, singing and art.
- Children can talk about trips that they have been on. Pictures are displayed in the entrance of school as a reminder about their learning. Trips and enhancements are now plotted into the school long term plan, including Fantastic Fridays.

### 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
Master the curriculum	Close the Gap
Literacy Shed	Visual Literacy
Verbo	Homerton Healthcare NHS Foundation Trust

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

### 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.*