# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Stalmine |
| Number of pupils in school | 89 (+5 Nursery) |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 30/9/21 |
| Date on which it will be reviewed | 30/9/22 |
| Statement authorised by | SEC Committee 30/9/21 |
| Pupil premium lead | Hannah Binns |
| Governor / Trustee lead | Kerry Beattie |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 22,860 |
| Recovery premium funding allocation this academic year | £ 2,320 |
| 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 | £25,180 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Stalmine Primary School we believe that every child deserves the opportunity to receive a rich and challenging curriculum regardless of their background and social inexperience’s. We feel it is our moral duty to enable every child to reach at least the basic foundations from which they can spring to further heights. Our pupil premium pupils are specifically targeted so as to ensure that not only do they receive the very best provision but a targeted, further enhanced provision. The funding will be used to target our most disadvantaged pupils to ensure that they reach at least the age-related expectation across reading, writing and maths. It is also used to across a range of different initiatives where it supports the families best in order to secure the best conditions for living and learning. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | High proportion of PP pupils are not yet at ARE in Reading; Writing and Maths |
| 2 | Low attendance at school resulting in large gaps in knowledge |
| 3 | Lack of parental support in home learning (not remote) i.e. reading at home; number work at home. |
| 4 | SEMH impacting behaviour for learning |
| 5 | Pupils entering school with poor S&L skills and low vocabulary acquisition |

## 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.

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| Intended outcome | Success criteria |
| Closing the attainment gaps between PP and non PP pupils | All pupils making effective and at least expected progress from their starting points. |
| School attendance % improved | All pupils’ attending school 96% |
| Improved parental engagement in supporting pupils’ learning | Increase number of parents reading with pupils at home and engaging in homework activities.  Parents attending parent sessions eg phonics; number |
| Improved behaviour for learning resulting in less disrupted learning and lower behaviour incidents | Pupils will have effective and successful strategies to draw upon to support them with SEMH needs. |

## 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: £ 5760

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| EYFS lead to take part in Lancs Language Lead training; a collaboration between Lancashire County Council and the NHS Speech and Language Therapy Service | EEF: Oral Language Interventions  All pupils appear to benefit from oral language interventions but some studies show slightly larger effects for younger children and those from disadvantaged backgrounds with up to 6 months additional progress. | 1, 5 |
| Targeted PD and Quality First Teaching: Teaching pedagogy – metacognition | EEF: Metacognition and self regulated learning  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  Mastery learning will support the narrowing of the attainment gap. | 1, 4 and 5 |
| Recruit a teacher to lead KS1 structured intervention group | EEF: Intervention  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Similar benefits for 1:1 tuition  Group learning is more effective for younger learners; particularly in reading and maths.  Pupils require support with peer learning and development with working with others. – evidence based – find it! | 1 |

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

Budgeted cost: £ 12,554

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *1:1 Tuition through school – led tutoring for UKS2 for Reading and Maths (Additional funding from Tuition Funding and Catch up Funding)* | EEF: 1:1 Tuition  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  Evidence shows that 1:1 tutoring is more effective when provided by a teacher rather than a TA.  School led 1:1 tuition is more cost effective than out sourcing and delivers 5 months progress on average *(see link)*  Impact is more likely if learning is additional to and explicitly linked to normal lessons. Therefore, this will be carried out by a staff member familiar to the class. | 1 |
| *Group Tuition through school led small group structured intervention for LKS2 and KS1 in Reading and Maths* | EEF: Intervention  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Similar benefits for 1:1 tuition  Group learning is more effective for younger learners; particularly in reading and maths.  Pupils require support with peer learning and development with working with others. – evidence based – find it!  EEF: Extending school time  Groups will be completed in school time, evidence shows extending school time has low impact with only 2 months additional progress with targeted use of before and after school programs. | 1, 4, 5 |
| *Targeted 1:1 reading sessions (additional to the tutoring)* | EEF: 1:1 Tuition  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  School led 1:1 tuition is more cost effective than out sourcing and delivers 5 months progress on average *(see link)*  Impact is more likely if learning is additional to and explicitly linked to normal lessons. Therefore, this will be carried out by a staff member familiar to the class.  Monitoring of previous 1:1 sessions and analysis of 2020-21 data shows positive impact of interventions in narrowing gaps in phonics and reading in KS2 and LKS2 | 1, 4 and 5 |

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

Budgeted cost: £ 6866

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School Counsellor | Evidence: COVID 19 Mental Health and Wellbeing surveillance: report  [4. Children and young people - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/7-children-and-young-people) | 4, 3 |
| Speech and Language Therapist for targeted pupils | Evidence: Early Language Development  [Law\_et\_al\_Early\_Language\_Development\_final.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf)  EEF Blog: Learning recovery and the role of diagnostic assessment  [EEF Blog: Learning recovery and the role of diagnostic… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up) | 5 |
| After School Clubs | Evidence: Extending the School day  Evidence shows after school time is more beneficial to build additional PSHE skills. This can also lead to improved attendance | 2, 4 |
| Wider school experiences such as school trips; residential trips | Resilience improved  Confidence built  Opportunities to thrive and ‘excell’ | 4 |
| Increase parental engagement | Mixed level of evidenced based approaches.  Plans based upon knowledge of our parents and the community. | 3 |
| PD training for Attendance Lead | Ability to more effectively support parents in ensuring pupils in school  Increased attendance – increased attainment, less gaps in learning. | 2 |

**Total budgeted cost: £** £25,180

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| Programme | Provider |
| Talk for Writing: Bespoke Bronze Package Training | Talk 4 Writing |
| EEF: Making a difference for disadvantaged pupils | LCC and EEF |
| Sustaining Mastery Project | NNW Maths Hub |

# Further information (optional)

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