

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	The Stoke Poges School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date on which it will be reviewed	December 2023
Date of next review	December 2024
Statement authorised by	Liz Astley (Headteacher)
Pupil premium lead	Gerard Geraghty
Governor lead	Richard Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,265
Recovery premium funding allocation this academic year	£6,670
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	£73,935

Part A: Pupil premium strategy plan

Statement of intent

At The Stoke Poges School, we have high aspirations and ambitions for our children and we believe that all learners should be able to make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. 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.

We will consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be 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 that 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
- Ensure all teaching staff and support staff are involved in the analysis of data and identification of pupils
- Ensure all staff are aware of who pupil premium and vulnerable children are
- Adopt a 'solution-focused' approach to overcoming barriers

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, more prevalent among our disadvantaged than their peers.

	Current baseline EYFS data indicates a higher level of pupils entering Reception class this academic year with under developed oral language skills and vocabulary gaps.
2	Weak Phonics knowledge and implementation. This negatively impacts their development and enjoyment as readers.
3	Assessments indicate that maths reasoning and fluency skills lack proficiency and understanding and therefore limits progress.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Discussions and observations with pupils and families have identified social and emotional issues for many pupils
6	Lower attendance and persistent absenteeism of disadvantaged children.

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 oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes show that the gap between PP and peers is narrowing. PP pupils are working at ARE or Exceeding.
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes show that the gap between PP and peers is narrowing. PP pupils are working at ARE or Exceeding.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes show that the gap between PP and peers is narrowing. PP pupils are working at ARE or Exceeding.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils to meet national expectations for attendance/persistent absence	Disadvantaged pupils match or exceed national attendance averages for non-disadvantaged pupils (96+%)

	Monitoring of attendance by Attendance Lead brings about an increase in PP pupils' attendance and a decrease in persistent absence.
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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: £ 11,088.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' and training via The National College CPD to support Quality First Teaching and curriculum development.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for children.' – EEF</p>	1-4
<p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>We believe that high quality resources will support our high-quality teaching.</p> <p>Evidence from EEF – Maximising Learning 1. High-quality teaching.</p> <p>Gov.uk publications on spending funding successfully.</p>	1-4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Training for new Speech Link Leads.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. – Monitoring Pupil Progress EEF</p>	1-4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence bases that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions / Toolkit Strand - EEF</p>	1-4

On-going teacher training and professional discussion time.		
Introduction of an Oracy Lead.		
Purchase further resources for RWI to secure stronger phonics teaching for all pupils. This will include support from RWI consultants.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension), particularly for disadvantaged pupils. 'The average impact of the adoption of phonics approaches is about an additional 5 months' progress over the course of a year' - EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release to embed key elements of guidance and to support involvement in Bucks and Berkshire Maths Hub and CPD (including Teaching for Mastery Training). Training and support for introduction of National Centre of Excellence in Mathematics' (NCETM) 'Mastering Number Programme in Reception, Year 1 and Year 2. Introduction of KIRFs in Key Stage 2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence.	3
Effective diagnosis of reading difficulties leading to a targeted mix of strategies to mitigate reading difficulties.	'The average impact of reading comprehension strategies is an additional 6 months' progress over the course of the year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, but not overwhelming, challenges' - EEF	1-4
Pre-teaching and retrieval practice alongside collaborative learning techniques that ensure all children are thinking.	'The average impact of metacognition and self-regulation strategies is an additional 7 months' progress over the course of a year. 'By implementing retrieval practice in schools and classrooms, scientists and educators can bridge the gap between research and practice, and most importantly, transform students' long term memory.' - Agarwal et al (2021)	1-4
Pre-teaching and retrieval practice alongside collaborative learning techniques that ensure all children are thinking. E.g. quizzes, knowledge organisers.	'By implementing retrieval practice in schools and classrooms, scientists and educators can bridge the gap between research and practice, and most importantly, transform students' long-term learning.' – Agarwal et al (2021)	1-4

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF – Social and Emotional Learning.</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,591.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. - EEF	2
Engaging with the National Tutoring Programme – school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tutoring targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF	1-4
<p>Maths pre-teaching by staff.</p> <p>Pre-teaching of vocabulary / key vocabulary / key concepts.</p>	<p>When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	3
Interventions in reading e.g. Reading Eggs.	'Interventions should include explicit and systematic instruction' and 'Ensure that pupils develop fluent recall of facts'. Nuffield Foundation/EEF	2

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

Budgeted cost: £28,722.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects - EEF	5
School counsellor available to support children with social and emotional needs as and when needed.	'Primary school children have long-term mental-health benefit from counselling in school.' – University of Exeter paper "Longer term effects of school-based counselling in UK primary schools" May 2021	5
Pupils with low self-esteem, mental health and wellbeing difficulties will access sessions with our school ELSA to support their emotional literacy, resilience and self-confidence. All vulnerable Pupil Premium children are supported by Pupil Premium Lead and their class teacher to help alleviate barriers to learning.	In a recent 2020 evaluation report by Derbyshire County Council, Headteachers reported that ELSA programmes were: '...effective in reintegrating children and young people into the mainstream classroom and reducing barriers to learning.' 'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' - EEF	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve releasing the attendance officer to implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified in this document.	1-6

Total budgeted cost: £ 73,935.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Progress Meetings have been held termly and provide a regular timetabled forum for analysis and discussion. They enable us to identify, collaboratively, actions that overcome barriers to learning. They require teachers to share evidence drawn from their day to day and termly assessments. PP children are tracked carefully using our bespoke system to ensure they are making sufficient progress within reading, writing and maths. The meetings provide a forum for professional discussion and an opportunity to pose questions using the data. They also enable us to move tracking off the page into actions for learning.

Leads in all curriculum subject areas have monitored the development of a consistent approach across the school to ensure metacognitive strategies are explicitly identified and modelled through quality first teaching.

NfER continues to be used for termly summative assessments in maths and English and staff are confidently using and analysing data to identify and address gaps in knowledge and understanding, adapting planning more rapidly to meet needs. In the moment marking and feedback is used daily to ensure misconceptions are addressed quickly and that all groups of children are supported to move on to the next step in their learning as soon as they are ready. English and maths leads monitor regularly.

The bottom 20% of readers in each cohort continue to be identified and further support has been put in place for these children, co-ordinated by the Deputy Headteacher. Staff across the school have been further trained in RWI. Children entering KS2 that still need further phonic intervention are picked up quickly and targeted work has continued for these children across the year.

Additional afternoon LSA support has been put in place to support quality first inclusive practice, to ensure all pupils have access to a full broad and balanced curriculum. The focus of the sessions is directly informed by AfL and Summative Assessment data to compliment in class learning. In addition, this time is utilised to immediately address misconceptions from the day's learning, to pre-teach new learning for the following day or provide specific interventions.

Our ELSA and staff worked closely to monitor and support pupils with SEMH difficulties. The ongoing interventions and drop-ins were key to their emotional wellbeing and helped pupils develop and progress personally and academically.

Eligible pupils received additional tuition in school, enabling them to make progress and also develop their self-esteem.

Disadvantaged pupils were supported to participate in co-curricular events and extra-curricular activities.

School uniform, PE kit and resources were purchased, as required.

Externally provided programmes

We did not buy any last academic year.

Further information

Additional Activity

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

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising the senior mental health lead training for Headteacher and SENDCo.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing.

Planning and implementation

In planning our new pupil premium strategy, we have looked at a number of reports, studies and research papers about effective use of pupil premium and how to address challenges to learning presented by socio-economic disadvantage.

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.