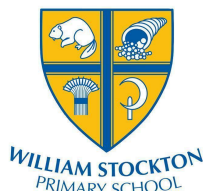


Pupil premium strategy statement

WILLIAM STOCKTON PRIMARY SCHOOL

HEATHFIELD ROAD, ELLESMERE PORT, CH65 8DH



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

Detail	Data
School name	William Stockton Primary School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Mr M. Allen
Governor / Trustee lead	Mrs L. Mullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£221,160

Part A: Pupil premium strategy plan

Statement of intent

At William Stockton Primary School we live by our school motto: 'Achieve Excellence'

When creating our PP Strategy we recognise the importance of considering the context of our school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged pupils can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no "one size fits all".

As identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

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.

We aim to do this through: Ensuring that teaching and learning opportunities meet the needs of all the pupils Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The range of provision we consider making for this group include: Ensuring all

teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. Reducing class sizes thus improving opportunities for effective teaching and accelerating progress 4 To allocate a Teaching Assistant to each class - providing small group work focussed on overcoming gaps in learning 1-1 support

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. Behaviour support This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

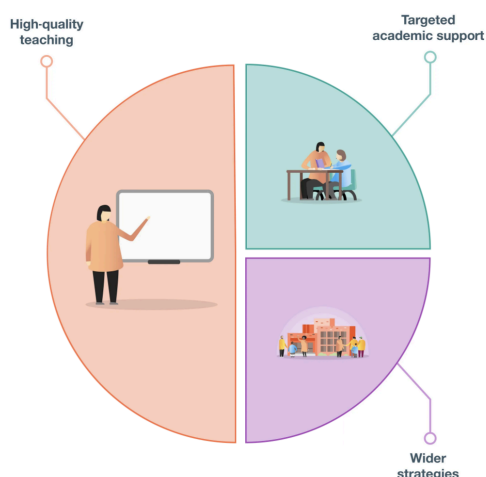
Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, maths, writing and science
2	Attainment gap in children achieving greater depth
3	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards
4	Some home learning environments lack support for pupils' communication and literacy skills
5	Limited life experiences and opportunities to join in enrichment opportunities

Intended outcomes

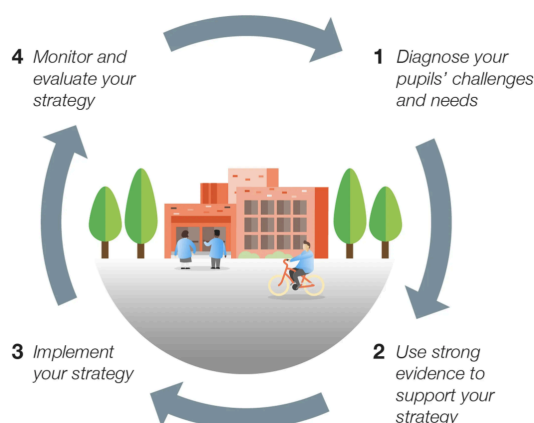
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected progress in reading, writing and maths	Achieve above national progress scores in KS2 reading, writing and maths. Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school	Increase in reading ages and mental maths scores increase for all pupils

Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge	As the children's learning needs are addressed, PP pupils make at least expected progress or exceed the targets set
Pupils access a wide range of enrichment experiences, both inside and outside of school	Pupil questionnaires reflect enjoyment in school and improved attitudes to learning. Social skills independence, perseverance and teamwork are developed.
Attendance and punctuality of all children is improved	Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows



Source: EEF 'School Improvement Planning' 2021-22



Source: EEF 'Using pupil premium funding effectively' 2021

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 (Quality First Teaching, CPD, recruitment and retention)

Budgeted cost: £84,629

<u>Breakdown</u>	£84,629
<ul style="list-style-type: none"> - Staffing cost combined with with teachers and teaching assistants - Monitoring from Team Leaders and subject leaders, Headteacher and Deputy and Assistant Headteacher (with only 0.2 class based commitment between them). Team Leaders and subject leaders with release time (costed 2 hours per week @ £35) 	£43,189

- Targeted interventions planned for individuals in class from teacher and teaching assistant support (30 mins per week per pupil)	£25,480 £15,960
--	--------------------

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and support staff reorganised to allow more targeted support of pupils across KS2.</p> <p>Formative Assessment focus on closing the gaps through structured conversations and adaptive learning on a daily basis.</p>	<p>Positive impact of structured, adaptive learning conversations on outcomes.</p> <p>As the CPD and advice for teaching staff to target PP pupils in the whole class system and in targeted interventions</p> <p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs across KS2 and have identified that making a small group of pupils with identified needs and catering for them would allow teachers to increase the amount of attention each child will receive.</p>	1,2
Lead teacher (x1) to access CPD (NPQSL) on mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and have identified members of staff who will take on and develop this role with the middle management structure	1,2
<p>PP pupils' progress from their starting points across the school to be good or better.</p> <p>Meta-cognition and self regulation approach; learning to learn, mindset, CHAMPs learning structure, pedagogy and interconnectedness.</p>	<p>Teachers and Teaching Assistants' to use structured learning conversations in feedback daily around learning to further impact positively upon progress.</p> <p>Whole school CPD on meta-cognition, pedagogy and interconnectedness of learning and curriculum. Schema training for all staff to support the children in making a change in the long term memory. Regularly assessed and revisited by SLT for effectiveness of strategies and consistency.</p>	1, 2 and 7
Staff to be knowledgeable about individual needs and allocation of PP support.	<p>For interventions to be effective and children supported appropriately, staff must be knowledgeable about individual needs and barriers to success. Use of adaptive teaching providing targeted support.</p> <p>Staff to use PP class lists effectively. ALL staff are aware of which children are PP across the school.</p>	2,3,4 and 5

<p>Staff to be proactive in seeking opportunities for PP children to excel across all areas of the curriculum.</p> <p>Staff knowledge of curriculum (where children have come from and where they are going, plus what gaps they may have).</p> <p>Interconnectedness</p>	<p>All staff understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs of disadvantaged pupils.</p> <p>All staff to identify needs of PP children and the most suitable intervention/targeted approach for greatest impact.</p>	
---	--	--

Targeted academic support (One-to-one and small group support structured interventions)

Budgeted cost: £99,591

<u>Breakdown</u>	£99,591
- <i>Assessment sessions with disadvantaged pupils Teaching Assistants (cost per hour £15) - £13.75 per child</i>	£12,399
- <i>Deployment of additional teachers (x2) to impact upon progress and attainment across KS2.</i>	£79,980
- <i>Attendance support (LM) /Admin</i>	£3000
- <i>Social, Emotional and Mental Health support (inc ELSA)</i>	£4875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>TA CPD is ongoing for Maths and English by leads</p> <p>Maths and English are high priority on school development plan and CPD plan. Pupil</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	1,2,3

Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.		
Speech and language therapist supports SALT TA to plan and deliver speech interventions Lego Therapy Speech and language Social skills.	EEF - oral language interventions consistently show positive impact on learning <ul style="list-style-type: none"> - High quality small interventions - Proven interventions are used with evidence supporting the development in speech and language and mental health. EEF - social and emotional learning - improves interaction with others and self management of emotions - impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 3
Reading support in KS1	TA deployed to KS1 to target under performance and those of underachievement	1,2,3
School led group tuition	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. I	2,3

Wider strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: £22,175

<u>Breakdown</u>	£22,175
- <i>VARA sports provision for enhancement opportunities (inclusive of lunchtime provision and enrichment provision)</i>	£11,450
- <i>Social, Emotional and Mental Health support (inc ELSA) for 1:1 support for individuals identified for intervention. (34 PP pupils)</i>	£4875
- <i>Financial support to ensure inclusion</i>	£5850
	£4500
	£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at pupils with partic	4
Attendance Support Individual targets set for each identified pupil Analysis of punctuality and attendance Meet with parents and EWO of families identified Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step. As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate. 4 9 for the start of lessons TA delivers interventions 0.3 days a week to pupils identified as in need.	Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step. As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate	4
Learning Mentors to overcome and manage social and emotional barriers to learning Curriculum to be fully accessed and disruption/distraction in lessons to be limited because of use of self-help strategies and increased self-esteem of learners Guidance and support provided to parents/carers through targeted courses	A large number of pupils have barriers to learning that impact on their self esteem and self-belief. Emotional wellbeing is key to supporting pupils' learning. Working with learning mentors on a regular basis has reduced the time spent out of class and prepared the pupils for better learning. This time has also proven invaluable for information sharing during CIN, TAF and CP meetings. There are a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families.	4

and meetings with Learning Mentors to develop further positive parenting		
Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits	Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average pupils who participate in adventure learning appear to make approximately an additional four months' progress. The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).	4, 5, 6

Total budgeted cost: £221,395

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.

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.

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

**In no particular order*

Programme	Provider
TIMES TABLES ROCK STARS	TTRS
LITTLE WANDLE	LITTLE WANDLE
CLASS DOJO (behaviour)	CLASS DOJO
EDUCATION LIBRARY SERVICE	CHESHIRE LIBRARY SERVICES
NELSON HANDWRITING	NELSON
ROSETTA STONE	ROSETTA STONE
VARA SPORTS	VARA SPORTS
DUOLINGO FRENCH	DUOLINGO
IDL ENGLISH	IDL

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.