

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	357 (including Nursery) 322 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	152 (including Nursery) 43% 148 (Reception – Y6) 46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 to 2024 - 25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr Mark Allen
Pupil premium lead	Mr Mark Allen
Governor / Trustee lead	Mrs Kate Docherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203, 095
Recovery premium funding allocation this academic year	£9,642
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£212,737

Part A: Pupil premium strategy plan

Statement of intent

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

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We ultimately endeavour to improve the self-belief, motivation and aspiration of all pupils. We are constantly striving to improve the standards of teaching and learning in order to accelerate progress by delivering Quality First Teaching. 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.

Our pupils receive high quality intervention and personalised provision to support them at our school. We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections.

Our Context

49% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.

Whole School Objectives

- Remove barriers to learning created by poverty, family circumstance, and background, focusing on '[Achieving Excellence](#)'
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Promote good attendance, and liaise closely with families to foster good collaborative relationships.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience in order to improve their self-motivation and aspiration.
- Access a wide range of opportunities to enhance their knowledge and understanding of the world.

Achieving Our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high-quality CPD to ensure that all pupils access effective Quality First Teaching.
- Provide targeted intervention to quickly address identified gaps in learning including the use of small group work and 1:1 support.
- Use of highly qualified teaching assistants to deliver targeted support and intervention across the school as supported by EEF research.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music, trips, residential visits and other first hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, and to support social and emotional wellbeing.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals.

Key Principles

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium lists, the specific intervention and support for individual pupils,

which will be reviewed at least termly by team leaders and the pupil premium lead (Mr M. Allen) Alongside academic support we will ensure that those pupils with social, emotional and mental health needs will have access to appropriate high-quality provision.

Our approach will be responsive to common challenges and individual needs, with robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and achieve.

Disadvantaged pupil progress scores for last academic year available. (2018-2019)

Measure (22 pupils)	Score
Reading	-2.3
Writing	-5.9
Maths	-1.6

Disadvantaged pupil performance overview for last academic year available. (2018-2019)

Measure (22 pupils)	Score
Meeting expected standard in RWM at KS2	50%
Meeting ABOVE expected standard in RWM at KS2	0%
Average score in Reading	104
Average score in mathematics	104

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional and Mental Health (SEMH)</p> <ul style="list-style-type: none"> - Raising the SEMH, self-belief, motivation and aspirations of individual pupils. - Our observations indicate that the education and wellbeing 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.
2	<p>Speech, Language and Communication</p>

	<ul style="list-style-type: none"> - Some very low language skills on entry to school and limited range of vocabulary - Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>Phonics</p> <ul style="list-style-type: none"> - Whole school target to improve standards of teaching, learning, achievement and progress in Phonics. - Year 2 children at William Stockton (2021-22 school year) passed the Phonics Screening Check 83% compared to 91% nationally (2018-19 end of school year). 41% of these children were disadvantaged. - We focus on the precision of intervention support for individual needs. - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.'
4	<p>Reading and Writing</p> <ul style="list-style-type: none"> - Whole school target to improve standards of teaching, learning and achievement and progress. - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education 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 knowledge gaps leading to pupils falling further behind age-related expectations. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.' - The gap between disadvantaged writers and non-disadvantaged writers is significant in Key Stage 2. Interventions need to be more targeted for significant progress.
5	<p>Mathematics</p> <ul style="list-style-type: none"> - - Whole school target to improve standards of teaching, learning and achievement and progress. Through our precision teach monitoring system, subject leaders have identified the potential need for using a scheme and are identifying maths schemes (March 2022) - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education 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 knowledge gaps leading to pupils falling further behind age-related expectations.

6	<p>Attendance and punctuality</p> <ul style="list-style-type: none"> - Attendance and limited parental support from some parents/carers to help children improve attendance and punctuality. - Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 0.47 - 3.96 lower than for non-disadvantaged pupils. - Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.
7	<p>Other barriers to Learning (SEND)</p> <ul style="list-style-type: none"> - Observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to challenges presented by lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. - Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.

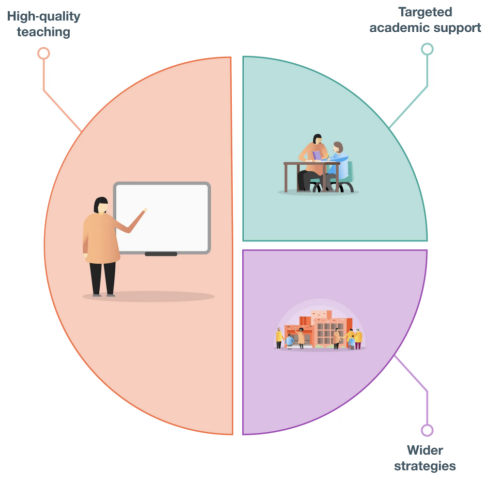
Intended outcomes

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.

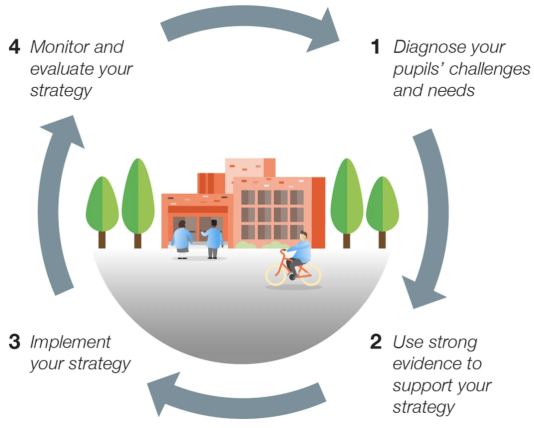
Intended outcome	Success criteria
<ul style="list-style-type: none"> - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations; - a wider range of enrichment opportunities for all pupils; - a increase in participation in enrichment activities, particularly among disadvantaged children;
<p>Improved Phonics and/or Reading skills for Pupil Premium pupils.</p>	<ul style="list-style-type: none"> - Progress in phonics and reading show disadvantaged pupils are performing in line with non-disadvantaged. - Termly and annual data to track pupil progress – Little Wandle - Assessments, observations and with pupils indicate some underdeveloped phonics and/or reading skills, oral language skills and vocabulary gaps among some disadvantaged pupils. Evidence from reception, through to KS2 are more prevalent among our disadvantaged pupils than their peers.

<ul style="list-style-type: none"> - Improved outcomes narrowing the gap between pupil premium pupils and pupils nationally at end of EYFS, KS1 and KS2 - Targeted interventions 	<ul style="list-style-type: none"> - KS2 Reading and Writing outcomes in 2024/25 show more than 75% of disadvantaged pupils met the expected standard. - Progress to show pupil premium pupils in line with National non- pupil premium. - Achieve outcomes in-line with, or above, National average by the end of KS2. - Measures half termly internal tracking system ` (Little Wandle), then annually against National Standards and locality benchmarking.
<ul style="list-style-type: none"> - Improved mathematical understanding and attainment for Pupil premium Pupils.. - Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 	<ul style="list-style-type: none"> - KS2 Maths outcomes in 2024/25 show that more 65% of disadvantaged pupils met the expected standards. - On entry to Reception class some of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2. - Progress to show disadvantaged pupils in line with National non-disadvantaged pupils. - Precision teaching monitoring records to show 'knowledge gaps' closing as measured by class teachers and team leaders. - Implementation of new maths scheme and monitoring of its use. - Measured half-termly internal tracking system (teacher assessments) then annually against National Standards and locality benchmarking. - Deployment of maths specialist teacher across KS2, with the remit to improve maths progress and impact upon attainment.
<ul style="list-style-type: none"> - Improved attendance and punctuality 	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 2.5% and; - the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers. - Qualitative and quantitative data to show improvements in these areas and

	<p>attendance date to be improved for this group.</p> <ul style="list-style-type: none"> - Attendance support and tracking systems and early intervention (systems regularly reviewed)
--	---



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: £108,890

<u>Breakdown</u>	£108,890
- Structured learning conversations with Teacher cost per hour £25 and with Teaching Assistants £15 per hour.	£67,450
- Monitoring from Team Leaders and subject leaders, Headteacher and Deputy and Assistant Headteachers (with only 0.2 class based commitment between them). Team Leaders and subject leaders with release time (costed 2 hours per week @ £35)	£25,480
- Interventions planned for individuals in class from teacher and teaching assistant support (30 mins per week per pupil)	£15,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD to be 'good or better' and EYFS PP pupils from their starting points to GLD or better.</p> <p>Formative Assessment focus on closing the gaps through 'structured conversations' and peer feedback on a daily basis.</p>	<p>Positive impact of structured learning conversations on outcomes.</p> <p>CPD and advice for teaching staff to target PP pupils in the whole class system and in targeted interventions.</p> <p>(Feedback EEF +6)</p>	4 and 5
<p>PP pupils' progress, from their starting points across the school to be good or better.</p> <p>Collaborative Learning strategies e.g. Little Wandle and use of Kagan structures</p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured learning conversations' 1:1 and small group support from teachers and teaching assistants on a daily basis to improve collaboration when learning.</p> <p>(Collaborative Learning EEF +5)</p> <p>Focused in school monitoring (precision teach) to regularly assess effectiveness of strategy.</p>	3, 4 and 5
<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>(Meta-cognition and Self-regulation EEF +7)</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</p>	1, 2 and 7

	revisited by SLT for effectiveness of strategies and consistency.	
<p>Staff to be knowledgeable about individual needs and allocation of PP support.</p> <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). Interconnectedness</p>	<p>For interventions to be effective and children supported appropriately, staff must be knowledgeable about individual needs and barriers to success.</p> <p>(Individualised Instruction EEF +4)</p> <p>Staff to use PP class lists effectively. ALL staff are aware of which children are PP across the school.</p> <p>All staff to 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> <p>Teachers to liaise, plan and prepare appropriate interventions with teachers in their team and team leader.</p> <p>Interventions to be evaluated and improved for maximum impact</p>	2,3,4 and 5

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

Budgeted cost: £86,355

<u>Breakdown</u>	£86, 355
- <i>Assessment sessions with disadvantaged pupils with Teacher (cost per hour £25) and Teaching Assistants (cost per hour £15) - £13.75 per child</i>	£35,520
- <i>Deployment of maths specialist teacher to impact upon progress and attainment across KS2.</i>	£42,960
- <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>To raise standards of disadvantaged pupils in basic skills of reading, writing and maths, plus self-esteem and communication skills.</p> <p>Teaching Assistant support for 1:1 and small group sessions weekly.</p>	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve, impacting positively on end of key stage outcomes.</p> <p>(Feedback EEF +6)</p> <p>Assessments for pupils - qualitative and quantitative data (e.g. self esteem questionnaires and measures and tracking data)</p> <p>Weekly shared reading covers a variety of fiction, non-fiction and poetry texts, including genres linked to key calendar events, e.g. Black History Month</p> <p>Little Wandle Phonics in LKS2 for those pupils who need it, including catch up sessions.</p> <p>Little Wandle Phonics small group catch up sessions for the lowest 20% (EYFS and KS1) Additionally, daily Little Wandle Phonics small group catch up sessions to consolidate learning from the morning.</p> <p>Termly Little Wandle Phonics monitoring from phonic lead. (LH)</p> <p>Targeted maths intervention from maths specialist teacher across KS2 to support and improve progress and attainment of PP pupils.</p>	<p>1, 2, 3, 4 and 5</p>
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions - providing pastoral support to ensure engagement in learning.</p>	<p>Support to provide suitable interventions for children identified through planning. Skill sets of pastoral support include, language, early reading and phonics, emotional support and positive mental health.</p> <p>(Small Group Tuition EEF +4 and Teaching Assistants EEF +4)</p>	<p>1, 2, 3 and 7</p>

Improved outcomes and accelerated progress from low starting points.		
Provision of teaching assistants and pastoral support in class.		
Engagement and Intervention		

Wider strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: £17,750

<u>Breakdown</u>	£17,750
- <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. (5 hours per week)</i>	£4875
- <i>Training and coaching to support delivery of appropriate strategies, SLT and SENCo support working collaboratively to coordinate for impact on pupils.</i>	£5850
- <i>Monitoring from Team Leaders and subject leaders</i>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance of identified pupils. Work closely with services to support children and families, inc. EWO, FSW etc.	Attendance and punctuality of pupils is a priority; essentially to ensure the correct provision and support to identify barriers to pupils attending and being punctual. (Parental Engagement EEF +4)	1, 6 and 7
To work alongside families to reduce a range of barriers to learning including language skills, emotional skills and family support.	Emotionally vulnerable groups of pupils require additional support to develop resilience to learning and improve their learning attitudes. (Social and Emotional Learning EEF +4) (Meta-cognition and Self-regulation EEF +7)	

<p>Attendance monitoring by attendance lead (DQ), admin support, team leaders and senior leaders.</p>	<p>Meta-cognition, pedagogy and interconnectedness of learning and curriculum at forefront of all learning. Regularly assessed and revisited by SLT for effectiveness of strategies and consistency.</p>	
<p>Improved engagement and accelerated development of social skills</p> <p>Support and enhancement opportunities for vulnerable pupils in developing 'learning attitudes' - targeted groups and individuals.</p>	<p>Using Structured Conversations and feedback - daily alongside extra adults can target and assist individuals that show signs of slow progress.</p> <p>(Meta-cognition and Self-regulation EEF +7)</p> <p>Class teachers to monitor teaching assistant staff delivering the programmes.</p> <p>Specific time provided for all pupils to access</p> <p>VARA enhancement opportunities after school clubs (free of charge) as well as lunchtime and enrichment time to enhance improved resilience, mental health and wellbeing in all pupils. PP pupils encouraged to participate.</p>	<p>1, 2, 6 and 7</p>

Total budgeted cost: £212, 975

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. 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.

Key Areas of Impact:

- 2021 Autumn Term Phonics screening test results 83% Year 2 pupils (74% PP pupils achieved the pass mark).
- 2021 Year 1 Phonics screening teacher assessment PP children : 75% predicted Autumn 2022. Currently 60% on track for all pupils, 45% PP on track.
- PP attendance figures for end 2020-2021: 92.7%
- All staff trained in meta-cognition, pedagogy and interconnectedness of learning and curriculum.

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
PURPLE MASH	PURPLE MASH
MR ANDREWS ONLINE	MR ANDREWS ONLINE
BIKEABILITY	BIKEABILITY
ROSETTA STONE	ROSETTA STONE
VARA SPORTS	VARA SPORTS

MGL	MGL
DUOLINGO FRENCH	DUOLINGO
IDL MATHS	IDL
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.