

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

Detail	Data
School name	Stock C Of E Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alina Clay
Pupil premium lead	Karen Drage
Governor / Trustee lead	Mark Threadgold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2000
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	£12,760

Part A: Pupil premium strategy plan

Statement of intent

Stock strives to be a fully inclusive school with the belief that every child has the ability to achieve their potential regardless of their background or need. Every child will have access to the full curriculum, barriers to learning will be addressed and they will be supported to make optimum progress, close any gaps and attain to the best of their ability.

Challenges

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

Challenge number	Detail of challenge
1	Language and vocabulary development when children enter school.
2	Development of phonic knowledge and the transferring this to fluent reading and writing
3	Understanding and progression of maths skills.
4	Parental engagement and ability to support the children in their learning.

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
Children making expected progress of more in maths	100% making expected progress from starting point.
Children making expected or more progress in reading.	Expected progress and acceleration in reading age improvement.
Children making expected or more progress in writing.	100% making expected progress from starting point.
Children developing effective phonic knowledge.	100% achieving KS1 phonic standard.

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: £ 585.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching training	Precision Teaching improved the reading fluency of primary aged pupils. (Lambe, Murphy and Kelly 2015) Precision Teaching improved the maths skills of primary aged children above their peers. (Chiesa & Robertson 2000)	1, 2 & 3
Talk boost training	Statistically significant results shown on average children made between 9-18 months progress on language skills over 1 10 week period.(I Can Organisation 2017)	1,2 & 3

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

Budgeted cost: £ 6240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tutoring in maths from qualified teacher.	Evidence from EEF indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	3
Catch Up Reading	Evidence from EEF shows that Catch Up Literacy did have a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing.	1 & 2

Talk Boost	To extend the use of Talk Boost across EYFS and KS1 to develop communication skills. Talk Boost is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills.(NHS)	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5935.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding provided to allow all children to access out of school clubs and trips, including residential.	To support parents with funding for clubs and trips to ensure full inclusion. The Sutton trust advises schools should use allocated funding to support families with the hidden costs that could impact education.	4
Part-time LSA support in all classrooms to provide well-being & pastoral support from a known and trusted adult. To develop trusting relationships.	Positive relationships in the classroom/school that are built on trust, kindness, safety and security are an important tool for change, linked not only to better child wellbeing but also to better educational performance. (Mentally Healthy Schools)	4

Total budgeted cost: £ 12760.00

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.

Aim	Outcome
Children identified as requiring intervention received 1 to 1 tuition to boost progress, attainment and confidence from a qualified teacher. For this academic year a teacher will be employed for a half day.	This has continued and maths support has been offered individually from a qualified teacher and in small groups for year 5 to allow children to remain in bubbles. This has been used to address gaps from Lockdowns. Progress has been evident with the children supported through internal assessments.
Specific financial support will be made available to allow children to access before and after school clubs. The cost of residential and day trips was also covered to ensure no child was unable to attend.	Children were supported to go on the end of year residential trip in year 6. Children have been encouraged to join clubs.
Funding has continued to enable the school to ensure that every class is supported by at least one part-time learning support assistant to provide support during lessons to vulnerable learners in acquiring literacy and numeracy skills.	Classes have been supported by LSAs. They have been in fixed classes due to bubbles. This has helped develop good relationships and supported children on their return to school.
Learning Support Assistants who have received training in specific intervention strategies are released to support and boost individuals or small groups. Intervention groups will be extended this year during the afternoons to target specific difficulties to accelerated progress.	This has been class based during the last academic year due to maintaining bubbles. This will be implemented during the next academic year.

Social Skills groups will be added to support the emotional and social well-being of children.

These have been introduced more widely since lockdown but in class bubbles this will continued and extended during the academic year. Referrals have been made to outside agencies.