

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	205
Proportion (%) of pupil premium eligible pupils	10.7 (22 children)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alina Clay
Pupil premium lead	Karen Drage
Governor / Trustee lead	Joanne Oldfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,258
Recovery premium funding allocation this academic year	£2,000.00
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	£27,258

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.
5	Children requiring support with emotional and social issues.

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 or more in maths	Pupil premium children making the same or more progress as non-pupil premium.
Children making expected or more progress in reading.	Pupil premium children making the same or more progress as non-pupil premium.
Children making expected or more progress in writing.	Pupil premium children making the same or more progress as non-pupil premium.

Parents engaged more fully in their child's learning.	Parents attending meetings and communicating regularly with the school.
Children having improved mental health outcomes.	Identified children needing support receiving the appropriate level of support and intervention.

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: £ 3624.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher attending Bereavement course to support children within school.	Training and support increases staff understanding of bereavement in childhood and their knowledge of practical ideas for offering support, complementing their existing skills in working with children and young people. This increases their confidence and prepares them to respond appropriately to the diverse needs of bereaved children and families. (Childhood bereavement network)	5
Catch Up Reading – new staff to be trained on this	Evidence from Education Endowment Foundation (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	1

	language and communication skills.(NHS)”	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13675

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
LSA support available for structured interventions with small groups and 1-to- 1.	“The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.”(EEF	1,2,& 3

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

Budgeted cost: £ 9959

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
Funding to support Counselling for children through outside agencies.	The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental	5

	health, academic achievement, reduced involvement in crime, and higher income.	
Well-Being/Friendship group NHS nurse lead to help small groups with positive friendship building and positive self-esteem.	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: £ 27258

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 2022 to 2023 academic year.

Aim	Outcome
Children making expected progress of more in maths.	82% of children with PP made expected or more progress. (9/11 children). Children non-pupil premium 73.6%. Class by class data: Yr 1 – no data Yr 2 – 100% Yr 3 - 75% Yr 4 – 50% Yr 5 – no children Yr 6 – would identify a child
Children making expected or more progress in reading.	64% of children with PP made expected or more progress. (7/11 children) Children non-pupil premium 69.8%. Yr 1 – no data Yr 2 – 0% Yr 3 - 100% Yr 4 – 75% Yr 5 – no children Yr 6 – would identify a child
Children making expected or more progress in writing.	55% of children with PP made expected or more progress. (6/11 children) Children non-pupil premium 79.8%. Yr 1 – no data Yr 2 – 100% Yr 3 -50% Yr 4 – 75% Yr 5 – no children Yr 6 – would identify a child
End KS2 – no children had been at Stock since the start of their primary education so no data available.	
Activities that supported Disadvantaged pupils	

<p>1 to 1 tutoring in maths from qualified teacher.</p>	<p>Children continued to benefit from this and this supported progress.</p>
<p>Funding provided to allow all children to access out of school clubs and trips, including residential.</p>	<p>Funding provided ensured that all children were able to attend the residential trip in year 6 and for this many formed the highlight of their school career when they wrote about this in their reflections. Further support ensured that all children were able to attend all school trips.</p>
<p>Part-time LSA support in all classrooms to provide well-being & pastoral support from a known and trusted adult. To develop trusting relationships.</p>	<p>LSA were able to work in all classes and have proved invaluable in supporting the children with the return to school. They are clearly trusted by the children and worries and concerns have been shared so that these can then be acted upon.</p>
<p>Talk Boost</p>	<p>This has been invaluable in supporting children in Reception and KS1 with language development. Work has been extended into classrooms which has helped support speech & language development particularly in the environment where it is still very difficult to obtain referrals to the speech & language service,</p>