



## Stowlawn Primary School Pupil Premium Strategy 2021 - 2022

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	Stowlawn Primary School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 / 22 to 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	September 2021
Statement authorised by	Kate Charles
Pupil premium lead	Louise Vaughan
Governor / Trustee lead	J. Perks



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,300
Recovery premium funding allocation this academic year	£15225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,000



## Part A: Pupil premium strategy plan

### Statement of intent

Our Intent is that all children in school, irrespective of their background or challenges, or personal circumstances, make good progress in all areas of the curriculum. We aim to give all children the opportunity to enhance their cultural capital, and provide experiences over and above the academic curriculum.

We will always strive to support children and families overcome challenges that may face, and intend to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching and support is our priority, and this is proven to have the greatest impact on closing the gap between disadvantaged and non-disadvantaged children, but will also be advantageous for all children at Stowlawn.

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family) at its heart. There has been a significant increase (6.2%) of children in school in receipt of PPG since Census 2020.



## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and 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.
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils.
4	Through a number of assessments we know that more children are working at below age related expectations across reading, writing and maths. Children at ARE Summer 21 : Reading - 53% Writing - 49% Maths - 55%
5	Through surveys we know that our parents want to engage with school to support their children's learning and progress, as they are not sure of the best way to do this at home.
6	Low attendance for pupils, including a high number 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
Improve underdeveloped oral language skills close vocabulary gaps among many disadvantaged pupils.	Assessments and outcomes show significant improvement in oral language skills amongst disadvantaged pupils. This is supported by an increase in understanding of subject specific language. It will be seen through engagement in lessons, book scrutinies and formative assessments.
Give offer all children opportunity to experience a range of learning opportunities to promote the education and wellbeing of our children	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>- school has gained the external accreditation “Excellence in Pupil Development Award” .</li> </ul>
Support children and families who are experiencing social and emotional barriers to allow them to access learning opportunities.	School pastoral support team supports children to overcome barriers for learning, Pastoral team signposts and supports families effectively to overcome barriers that can also effect children’s learning journey in school.
Increase the number of children who are achieving Age related expectations in Reading, Writing and maths – closing the gap between school and national expectations.	Outcomes for 23 / 24 show an increase in the number of children attaining Expected level in reading , writing and maths across the school. The gap between attainment of disadvantaged children and their peers is reduced significantly.
Parents are engaged with a range of opportunities to support children’s learning and development	Parents are well informed about their children’s learning, through : <ul style="list-style-type: none"> <li>- termly outlines of expected learning – covering subject content and information</li> <li>- parents in school on a regular basis to take part in workshops/ lessons alongside their children. Also to take part in information sessions, such as phonics / online safety etc</li> <li>- online sessions and reference videos to support the above opportunities</li> </ul>



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<p>Improve school attendance rates and rates of pupil groups, such as disadvantaged.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced.</li> <li>- the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being lower than their peers.</li> </ul>
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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: £ 105, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of a fulltime teacher : targeting Y5 Maths and English, and Y3 and Y4 small group support for reading and maths</i></p>	<p>Year 5 attainment data at the end of 2020/21, shows that the disruption of schooling has resulted in a significant number of them working at below age related expectations.</p> <p>Children at ARE :</p> <p>Reading – 51%                  Writing – 44%                  Maths - 50%</p> <p>This year group is oversubscribed, and has above average number of children with SEMH / SEN needs. Halving class size for core lessons will enable increased targeted support where needed for disadvantaged children.</p> <p>Small group tuition is proved to have a positive impact on children’s attainment. The focus of the small group work across Y3 and Y4 will be the bottom 20% of disadvantaged readers across the classes, to ensure that a higher percentage achieve ARE at the end of this year.</p>	<p>1, 2, 4</p>



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	<p>Knowledge of children and limiting environmental factors. Quality first teaching being at the heart of pupil attainment and progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	
<p><i>Training and resources for Wellcom Speech and language tool</i></p> <p><i>Enhanced SLA with Speech and Language support service in school and with parents.</i></p>	<p>42% of children achieved an expected level of communication and language skills at the end of Nursery. Spoken language and oral understanding is the key to further educational attainment, and therefore further investment is needed to ensure our youngest children receive the required support needed to achieve this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,4,5
<p><i>Release of AHT – KS1 to support with phonics groups and interventions (0.5)</i></p>	<p>62% Of children achieved the pass rate for they Year 2 phonics check last year. The pass rate is 80% so interventions are needed to support children to achieve expected level of phonics at the end of Y2 / Year 1 checks ,</p> <p><a href="#">Phonics/Toolkit Strand/Education Endowment Foundation/EEF</a></p>	1, 4, 5
<p><i>Contribution to TA support improving quality first teaching</i></p>	<p>Research, which focuses on teaching assistants who provide one to one or small group support, shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	1, 2, 4



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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Yearly subscription to support programs for reading , language and maths</i>	Evidence shows that 1 to 1 targeted interventions have a positive impact on children’s learning- and support them to close gaps in their learning. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 4, 5
<i>1 to 3 groups for reading and phonics interventions across school , recruited through the National Tutoring Programme</i>	Evidence shows that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4, 5

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

Budgeted cost: £ £135,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to costs of the following staff:</i> <ul style="list-style-type: none"> <li>- Full time Pastoral support Officer</li> <li>- Education Welfare Officer (SLA)</li> <li>- Learning and Behaviour support mentors</li> <li>- Educational Psychologist Service</li> </ul>	Experience that working with the whole family can support children to be successful with all aspects of their educational and social development.  Targeted interventions and 1 to 1 support can support children to succeed through their barriers to learning	2.3





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	<p>Public health England acknowledges that children who have a socio economic disadvantage are more likely to require access to psychological services that their peers. There is a strong link with emotional wellbeing and educational attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>- <i>CPD and training for Positive Approaches to Behaviour Management</i></p>	<p>Evidence shows that targeted interventions and universal approaches can have positive overall effects for children. Both educationally and socially</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4</p>



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<p><i>Curriculum opportunities and enhancements that offer children experiences and learning that goes beyond their educational development, such as :</i></p> <ul style="list-style-type: none"> <li>- <i>Employ Forest School lead to implement outdoor learning for self esteems and well being (0.6)</i></li> <li>- <i>Wolves foundation : working with children for SEMH / teamwork etc</i></li> <li>- <i>Self esteem and teamwork workshops – 6x weeks with 4 x year groups</i></li> <li>- <i>Theatre visits</i></li> <li>- <i>Residential visits</i></li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>2, 3</p>
<ul style="list-style-type: none"> <li>- <i>SLA for EWO to ensure issues with attendance are addressed and actions have an impact on improving attendance and persistent Absence</i></li> </ul>	<p>Embedding good attendance,, and supporting issues around persistent attendance, will decrease persistent absence rates as well as overall attendance.</p> <p>School data shows that absence rates of disadvantaged children, and children who are disadvantaged and on the Sen register, are above that of their peers.</p> <p><a href="#">Improving School Attendance</a></p>	<p>6</p>

Total budgeted cost: £ 250,000



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The impact was mitigated by our remote learning offer to maintain a high-quality curriculum, which was aided by use of online resources such as Purple Mash, TT Rockstars, Reading Plus and Microsoft Teams.

There was no external data for May 2020 or May 2021.



## 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*

Programme	Provider
Reading Plus	ReadingPlus.com
Flash Academy	Flashacademy.com
Purple Mash	2simple / purplemash.com
Time Table Rockstars	Ttrockstars.com