



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	341
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kate Charles
Pupil premium lead	Kate Charles
Governor / Trustee lead	J. Perks



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,685
Recovery premium funding allocation this academic year	£11,671
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	£244,356



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.

The school is undergoing growth from a one form to 2 form entry school. There has been a significant increase in both the number of children on role (216 to 341), and of children in school in receipt of PPG since September 2019 (40% to 54%) .



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 Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	As of September 2022, 18% of our cohort are in receipt of SEN support – including EHC plans. 63% (40) of our pupils with a SEN EHC Plan or Support provision are also disadvantaged, 23.0% higher than the national of 39.5%
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils.
4	End of year assessments show that although the gap is closing, there is still a significant number of children not achieving expected standard in the combined Reading, writing and maths across the school. Through a number of assessments, including statutory and non statutory testing, we know that more children are working at below age related expectations across reading, writing and maths.
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	Overall attendance is below national expectations, and persistent absence figures have increased over the pandemic.



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 looks and formative assessments as well as improvement on data below: Reception data end of 21 /22 : Word reading : 33% disadvantaged boys and 50% disadvantaged girls not achieved expected standard Comprehension : 39% disadvantaged boys and 38% disadvantaged girls not achieved expected standard Writing : 44% disadvantaged boys and 63% disadvantaged girls not achieved expected standard
Offer all children opportunities 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"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - school has gained the external accreditation “Excellence in Pupil Development Award” . - school is awarded “School of Sanctuary” status
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, offering practical support to families as well as educational support. 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 2022 / 23 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.



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

	<p><i>End of 2021 22 :</i></p> <ul style="list-style-type: none"> - Reception GLD : 28% of disadvantaged boys achieved GLD compared to 45% non-disadvantaged boys 38% of disadvantaged girls achieved GLD compared to 67% of non-disadvantaged girls - Phonics : 2021/22 – 70% - Nat 87% end of KS1 - Year 6: Reading 2021/22 – 67.2% - Nat 74.5% end of KS2
<p>Engage parents in a range of opportunities to support children’s learning and development</p>	<p>Parents are well informed about their children’s learning, through :</p> <ul style="list-style-type: none"> - termly outlines of expected learning – covering subject content and information - 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 - online sessions and reference videos to support the above opportunities
<p>Improve school attendance rates and rates of pupil groups, such as disadvantaged.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> - 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. - the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being lower than their peers. <p><i>Data end of year 2021/22 :</i> Overall Absence of disadvantaged cohort : 7.1% (1.9% higher than the national Non-Disadvantaged cohort at 5.2%).</p> <p>25.5% of our disadvantaged cohort are persistently absent, 38 pupils out of 149. This is 8.3% higher than the national Non-Disadvantaged cohort at 17.2%.</p>
<p>Ensure pupils have a greater awareness of the wider world and give pupils the opportunities to use these experiences to improve learning outcomes.</p>	<ul style="list-style-type: none"> - In line with our emphasis on personal development, money and circumstance will not be a barrier to ALL children attending trips / visits / residential. - Personal hardship will also not prevent children and families from having access to appropriate resources, equipment, and basics such as uniform and food.



Activity in this academic year (2022/23)

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: £97,500

Activity (linked to SDP 21/22)	Evidence that supports this approach	Challenge number(s) addressed
<i>Release of senior staff from full time teaching role, to ensure development of quality first teaching, leading to improved outcomes.</i>	Significant progress was made in the core subject attainment last year, with Y6 statutory test results showing that the school met National expectations for writing and maths. However whole school attainment data (end of 21/22) shows that a number of children across the school are working below year group expectations in reading, writing and maths : Whole School data:	1, 2, 4



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025



Disadvantaged pupil data :



SLT will support the teachers in their phase with developing and supporting quality first teaching, including planning, deliver and assessment, with a view to improving outcomes.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

<p><i>Part release of SENCo from full time teaching responsibilities to ensure quality teaching, support and intervention of children with Special Educational Needs, including children with EHC plans.</i></p>	<p>SENCo will be able to support quality first teaching of pupils with SEND through team teaching, lesson observations/drop-ins , support with planning and dissemination of specialist knowledge and skills. In turn this will lead to children working with increased confidence and independence as they are receiving a tailored programme of learning that is bespoke and pitched accurately linked to their individual needs.</p> <p>SENCo to facilitate CPD and support implementation of strategies that research shows effectively support Pupil Premium children with SEND.</p> <ol style="list-style-type: none"> 1. Metacognition 2. Pre-teaching and Overlearning 3. Anxiety and pupil Well-being <p>The expertise of bought in professional services +7 EEF: Metacognition and Self regulation See EEF Document: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality teaching for pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2,4</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><i>Undertake training and implement Oracy 21 programme with a 3 year commitment to Oracy development</i></p>	<p>Data (see above) shows that a significant proportion of our disadvantaged EYFS cohort achieved below ARE in Listening attention and Understanding, and Speaking.</p> <p>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>Children’s language understanding is key to increasing knowledge and making progress in all aspects of the curriculum.</p> <p>Investment has been made to employ a SALT therapist 1x morning per week to ensure that children with SALT needs are supported and also to train our support staff to ensure interventions are timely and supportive.</p> <p>Priority will be given to children who are assessed as red on the EYFS Welcom assessment.</p> <p>AHT / Curriculum lead will lead the implementation of school “Oracy21” project:</p> <ol style="list-style-type: none"> 1. Focussed Oracy 21 training provides leadership development and in turn, effective teaching and learning of oracy skills 2. Progressive use of oracy skills is clearly planned for and implemented through classroom practice, and curriculum design. 3. improved oracy leads to improved outcomes, especially in reading and writing, phonics and end of EYFS. 	<p>1,4,5</p>



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

<p><i>Develop the curriculum to include oracy teaching and learning, and ensure the opportunities and progress of skills and knowledge are embedded in all subjects</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p><i>Focused CPD along with small group interventions to improve phonic outcomes</i></p>	<p>69% Of children achieved the pass rate for Year 1 phonics check last year. The National pass rate is 80% so interventions are needed to support children to achieve expected level of phonics at the end of Year 1 checks</p> <p>Phonics/Toolkit Strand/Education Endowment Foundation/EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4, 5</p>
<p><i>Contribution to TA support improving quality first teaching, and specific interventions to improve outcomes.</i></p>	<p>EEF 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 4</p>



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

Budgeted cost: £ 25,000

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. One to one tuition EEF (educationendowmentfoundation.org.uk)	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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
<i>Employment of small group tutoring support to ensure Y2 children who did not pass phonics check pass in the year 2 assessments June 22</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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to costs of the following staff:</i>	Experience that working with the whole family can support children to be successful with all aspects of their educational and social development.	2.3



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

<ul style="list-style-type: none"> - Full time Pastoral support Officer - Education Welfare Officer (SLA) - Learning and Behaviour support mentors - Educational Psychologist Service - Establishment of the Hub SEMH support provision 	<p>Targeted interventions and 1 to 1 support can support children to succeed through their barriers to learning</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> - CPD and training for Positive Approaches to Behaviour Management 	<p>Evidence shows that targeted interventions and universal approaches can have positive overall effects for children. Both educationally and socially</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 3, 4



Stowlawn Primary School Pupil Premium Strategy 2022 - 2025

<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"> - <i>Wolves foundation : working with children for SEMH / teamwork etc</i> - <i>MPYCT leadership and meta cognitive workshops</i> - <i>Self esteem and teamwork workshops – 6x weeks with 4 x year groups</i> - <i>Theatre visits</i> - <i>Residential visits</i> 	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2, 3</p>
<ul style="list-style-type: none"> - <i>SLA for EWO to ensure issues with attendance are addressed and actions have an impact on improving attendance and persistent Absence</i> 	<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>Improving School Attendance</p>	<p>6</p>

Total budgeted cost: £ 297,000



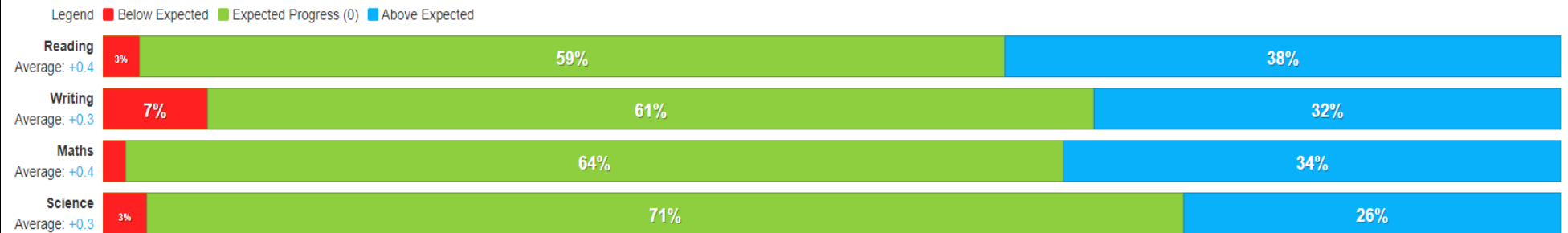
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Target 2021 / 22: Increase the number of children who are making progress and achieving Age related expectations in Reading, Writing and maths – closing the gap between school and national expectations.

The data below shows the progress of disadvantaged pupils in Years 1 to 5 from autumn term 2021 to the final assessments in summer 2022.



From September 2021 to July 2022:

97% of disadvantaged pupils made expected or better progress in Reading

93% of disadvantaged pupils made expected or better progress in Writing

98% of disadvantaged pupils made expected or better progress in Maths



97% of disadvantaged pupils made expected or better progress in Reading

- Target 2021/22 :

Give all children opportunity to experience a range of learning opportunities to promote the education and wellbeing of our children

Parents are engaged with a range of opportunities to support children's learning and development

Support children and families who are experiencing social and emotional barriers to allow them to access learning opportunities.

In September 2022 Stowlawn Primary School was awarded the external accreditation "Excellence in Personal Development Award". This is an externally assessed award that recognises our approach to personal development in all aspects of the curriculum extends the children's skills and knowledge through a range of opportunities to develop self and character, including PSHRE and cultural capital. The majority of these learning and extra curricular opportunities have been able to be made available to all children through our PP funding stream.

See also <https://www.stowlawnprimary.co.uk/personaldevelopment>

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
Flash Academy	Flashacademy.com
Purple Mash	2simple / purplemash.com
Time Table Rockstars	Ttrockstars.com