



## Stowlawn Primary School Pupil Premium Strategy 2023 - 2026

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 ( <b>3 year plans are recommended</b> )	2022/23 to 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kate Charles (HT)
Pupil premium lead	Kate Charles (HT)
Governor / Trustee lead	J. Perks



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,580
Recovery premium funding allocation this academic year	£25,085
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	£286,665



## 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. This intent is also set on in the targets on our School Development Plan.

The Personal Development of all children in school is something we value highly. We will support all of our children to show our core value attributes of being: kind, ambitious, honest, independent, resilient and creative, all within our expectations of them being “Ready Respectful and Safe” in all aspects of school life.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

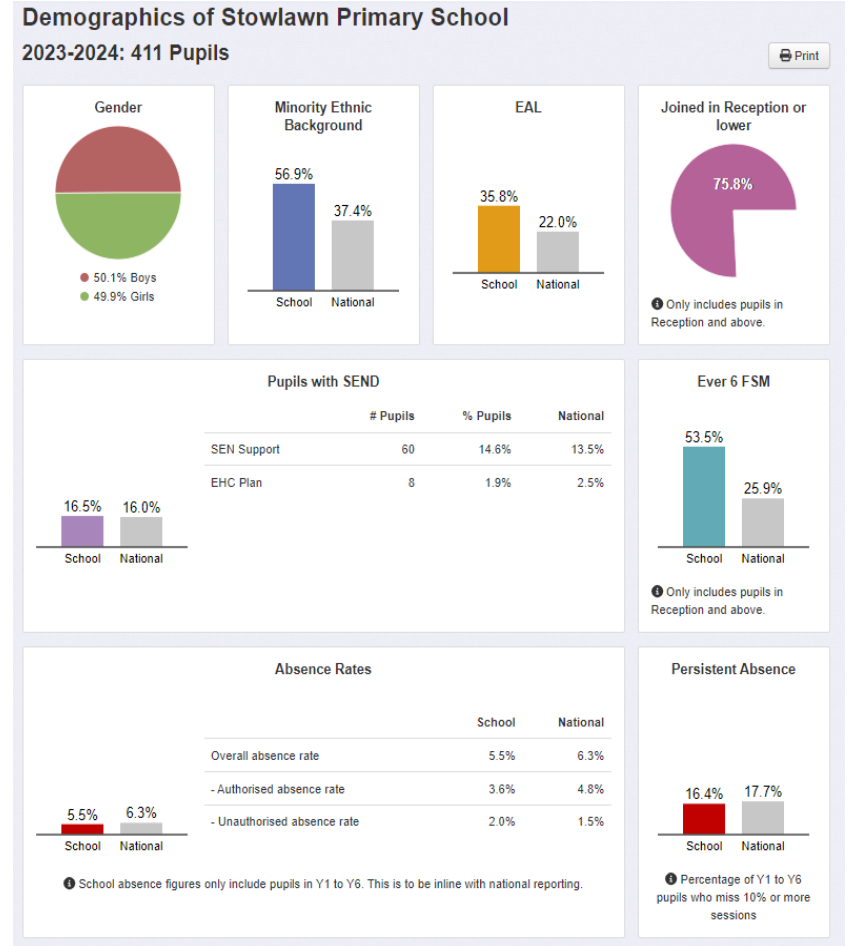
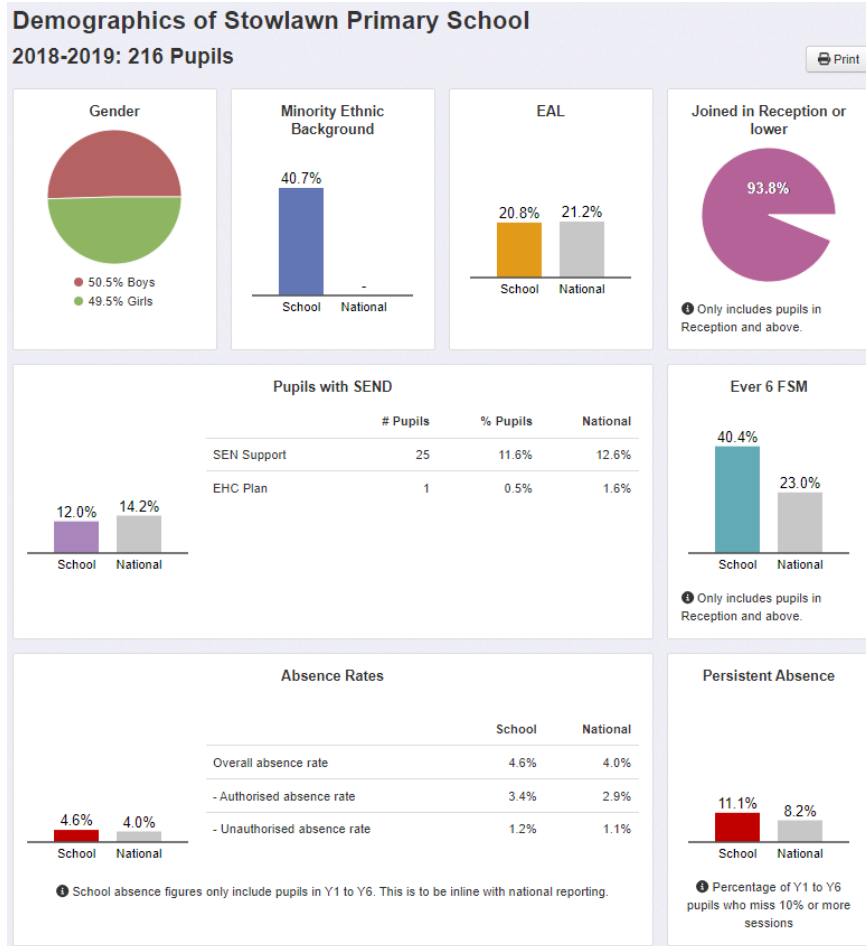
- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. This has recently seen the introduction of the process of adaptive teaching across the school.

Our Pupil Premium 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. 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.



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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 411), and of children in school in receipt of PPG since September 2019 – please see graphic comparison below.





## 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 2023, 17% of our cohort are in receipt of SEN support – including EHC plans. 63% 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
<p>Ensure quality first teaching leads to children across the school achieving their best progress – in turn leading to achievement of national outcomes for attainment and progress</p>	<p>Adaptive teaching is used throughout the school to ensure children, regardless of ability and need, make the progress needed to achieve national expectations.</p> <p>Resources are provided to ensure that all children have access to scaffolding and support if needed throughout the curriculum.</p>
<p>Improve underdeveloped oral language skills close vocabulary gaps among many disadvantaged pupils.</p>	<p>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: However children’s low starting points on entry to school continues to have an impact on oral language development.</p> <p>High levels of attainment of children who achieve expected level of attainment in oracy are shown through</p> <ul style="list-style-type: none"> <li>- Monitoring cycle</li> <li>- Subject action plans with oracy targets</li> <li>- Teaching and learning plans</li> <li>- Childrens attainment shown through books / pupil voice etc.</li> </ul>
<p>Offer all children opportunities to experience a range of learning opportunities to promote the education and wellbeing of our children</p>	<p>Sustained high levels of wellbeing are demonstrated through :</p> <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 “Inclusion Mark”, promoting and evidencing inclusion across all aspects of school life.</li> </ul>
<p>Support children and families who are experiencing social and emotional barriers to allow them to access learning opportunities.</p>	<p>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.</p>



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<p>Increase the number of children who are achieving age related expectations in reading, writing and maths – closing the gap between school and national expectations.</p>	<p>Outcomes for 2022 / 23 shows an increase in the number of some children attaining expected level in reading , writing and maths across the school. Data analysis shows that , with exception of one year group, disadvantaged pupils are attaining higher than their non-disadvantaged peers across reading, writing and maths.</p> <p><b>See Data report – Appendix 1</b></p> <p>The increase in children in receipt of pupil premium who attain expected level in reading , writing and maths across the school continues to improve.</p>																																																																																																																							
<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"> <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> <li>- introduction of use of class dojo , to inform parents of daily learning and also for awarding recognition points linked to values and expectations.</li> </ul>																																																																																																																							
<p>Improve school attendance rates and rates of pupil groups, such as disadvantaged.</p>	<p>Attendance data end of year 2022/23 : PP v non-PP comparison</p> <table border="1" data-bbox="790 858 1921 1270"> <thead> <tr> <th colspan="7">Annual Attendance Comparison - Pupil Premium</th> </tr> <tr> <th>Term → Year ↓</th> <th>Autumn 1 %</th> <th>Autumn 2 %</th> <th>Spring 1 %</th> <th>Spring 2 %</th> <th>Summer 1 %</th> <th>Summer 2 %</th> </tr> <tr> <th></th> <th>SEPT - 21/10/2022</th> <th>SEPT - 16/12/2022</th> <th>SEPT - 17/02/2023</th> <th>SEPT - 31/03/2023</th> <th>SEPT - 26/05/2023</th> <th>SEPT - 14/07/2023</th> </tr> </thead> <tbody> <tr><td>Year R PP</td><td>89.6</td><td>89.8</td><td>90.3</td><td>90.7</td><td>90.3</td><td>90.7</td></tr> <tr><td>Year R Non PP</td><td>89.7</td><td>90.9</td><td>91.0</td><td>91.3</td><td>92.2</td><td>92.8</td></tr> <tr><td>Year 1 PP</td><td>90.6</td><td>90.2</td><td>91.0</td><td>90.2</td><td>90.4</td><td>90.7</td></tr> <tr><td>Year 1 Non PP</td><td>94.3</td><td>92.8</td><td>93.2</td><td>92.2</td><td>91.2</td><td>91.6</td></tr> <tr><td>Year 2 PP</td><td>94.5</td><td>92.8</td><td>92.4</td><td>92.4</td><td>92.2</td><td>92.6</td></tr> <tr><td>Year 2 Non PP</td><td>96.0</td><td>95.5</td><td>94.9</td><td>95.2</td><td>95.5</td><td>95.9</td></tr> <tr><td>Year 3 PP</td><td>92.4</td><td>92.2</td><td>92.4</td><td>92.8</td><td>92.6</td><td>92.5</td></tr> <tr><td>Year 3 Non PP</td><td>96.0</td><td>95.1</td><td>93.7</td><td>92.4</td><td>91.5</td><td>92.3</td></tr> <tr><td>Year 4 PP</td><td>93.0</td><td>92.9</td><td>92.6</td><td>92.1</td><td>92.3</td><td>92.7</td></tr> <tr><td>Year 4 Non PP</td><td>93.0</td><td>93.5</td><td>93.8</td><td>93.0</td><td>92.2</td><td>93.0</td></tr> <tr><td>Year 5 PP</td><td>95.3</td><td>93.9</td><td>94.0</td><td>93.9</td><td>93.9</td><td>93.8</td></tr> <tr><td>Year 5 Non PP</td><td>95.9</td><td>96.4</td><td>96.2</td><td>95.4</td><td>94.3</td><td>94.8</td></tr> <tr><td>Year 6 PP</td><td>95.0</td><td>94.5</td><td>92.8</td><td>91.8</td><td>91.4</td><td>90.9</td></tr> <tr><td>Year 6 Non PP</td><td>96.1</td><td>95.1</td><td>95.6</td><td>96.0</td><td>96.2</td><td>96.0</td></tr> </tbody> </table> <p>- Though attendance is improving it remains clear that children in receipt of pupil premium have an overall lower attendance rate than children who are classed as non-disadvantaged. Th aim is to work with vulnerable families to investigate and support with barriers to attendance , which will ultimately lead to an</p>	Annual Attendance Comparison - Pupil Premium							Term → Year ↓	Autumn 1 %	Autumn 2 %	Spring 1 %	Spring 2 %	Summer 1 %	Summer 2 %		SEPT - 21/10/2022	SEPT - 16/12/2022	SEPT - 17/02/2023	SEPT - 31/03/2023	SEPT - 26/05/2023	SEPT - 14/07/2023	Year R PP	89.6	89.8	90.3	90.7	90.3	90.7	Year R Non PP	89.7	90.9	91.0	91.3	92.2	92.8	Year 1 PP	90.6	90.2	91.0	90.2	90.4	90.7	Year 1 Non PP	94.3	92.8	93.2	92.2	91.2	91.6	Year 2 PP	94.5	92.8	92.4	92.4	92.2	92.6	Year 2 Non PP	96.0	95.5	94.9	95.2	95.5	95.9	Year 3 PP	92.4	92.2	92.4	92.8	92.6	92.5	Year 3 Non PP	96.0	95.1	93.7	92.4	91.5	92.3	Year 4 PP	93.0	92.9	92.6	92.1	92.3	92.7	Year 4 Non PP	93.0	93.5	93.8	93.0	92.2	93.0	Year 5 PP	95.3	93.9	94.0	93.9	93.9	93.8	Year 5 Non PP	95.9	96.4	96.2	95.4	94.3	94.8	Year 6 PP	95.0	94.5	92.8	91.8	91.4	90.9	Year 6 Non PP	96.1	95.1	95.6	96.0	96.2	96.0
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	<p>improvement in outcomes.</p> <ul style="list-style-type: none"> <li>- Around 65% of children with identified Persistent Absence are also in receipt of pupil premium and these pupils will be targeted to receive a multi-agency approach to supporting increase attendance.</li> <li>- AS a result the overall attendance for children in receipt of Pupil Premium will improve, and the % of children in receipt of pupil premium with persistent absence will decrease.</li> </ul>
<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"> <li>- In line with our emphasis on personal development, money and circumstance will not be a barrier to ALL children attending trips / visits / residential.</li> <li>- Personal hardship will also not prevent children and families from having access to appropriate resources, equipment, and basics such as uniform and food.</li> </ul>

### Activity in this academic year ( 2023 / 24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted Cost : £110,000

Activity (linked to SDP)	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Release of senior staff from full time teaching role, to ensure development of quality first teaching, leading to improved outcomes.</i></p>	<p>Adaptive teaching</p> <p>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.</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>1, 2, 4</p>
<p><i>Part release of SENCo from full time teaching responsibilities to ensure</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. This will include the monitoring of the inclusiveness of</p>	<p>2,4</p>





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<p><i>quality teaching, support and intervention of children with Special Educational Needs, including children with EHC plans.</i></p>	<p>adaptive teaching 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"> <li>1. Metacognition</li> <li>2. Pre-teaching and Overlearning</li> <li>3. Anxiety and pupil Well-being</li> </ol> <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>This will be supported by whole school CPD to develop adaptive teaching across the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</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><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 to 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. This is supported by ongoing training of EYFS staff to be able to carry out WELLCOM assessments “in-</p>	<p>1,4,5</p>



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<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>house” and follow the plan – do – review cycle following implementation of the program.</p> <p>Priority will be given to children who are assessed as red on the EYFS Wellcom assessment.</p> <p>AHT / Curriculum lead will lead the implementation of school “Oracy21” project:</p> <ol style="list-style-type: none"> <li>1. Focussed Oracy 21 training provides leadership development and in turn, effective teaching and learning of oracy skills</li> <li>2. Progressive use of oracy skills is clearly planned for and implemented through classroom practice, and curriculum design.</li> <li>3. improved oracy leads to improved outcomes, especially in reading and writing, phonics and end of EYFS.</li> </ol> <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>	
<p><i>Focussed CPD along with small group interventions to improve phonic outcomes</i></p>	<p>74% of children achieved the pass rate for Year 1 phonics check last year. The National pass rate is 80% so a continuation of interventions is needed to support children to achieve expected level of phonics at the end of Year 1 checks</p> <p><a href="#">Phonics/Toolkit Strand/Education Endowment Foundation/EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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. This is an important aspect of Adaptive teaching, ensuring that small group support is given prior to following the learning to ensure all children achieve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 4</p>



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

Budgeted cost: £ 28,000

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 : 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
<i>Employment of small group tutoring support to ensure Y2 children who did not pass phonics check pass in the year 2 assessments July 23</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: £149,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Contribution to costs of the following staff:</i></p> <ul style="list-style-type: none"> <li>- Full time Pastoral support Officer</li> <li>- Education Welfare Officer (SLA)</li> <li>- Learning and Behaviour support mentor</li> <li>- Educational Psychologist Service</li> <li>- Attendance and Medical Officer (School employed)</li> </ul>	<p>Experience that working with the whole family can support children to be successful with all aspects of their educational and social development.</p> <p>Targeted interventions and 1 to 1 teaching 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 than their peers. There is a strong link with emotional wellbeing and educational attainment.</p> <p>There are proven links between children attending school regularly and this affecting their ability to make progress in their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour-EEF-Social-and-Emotional-Learning.pdf(educationendowmentfoundation.org.uk)">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour-EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p>	<p>2.3. 5. 6</p>
<ul style="list-style-type: none"> <li>- Continual CPD and training for Positive Approaches to Behaviour Management</li> </ul>	<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-EEF-Social-and-Emotional-Learning.pdf(educationendowmentfoundation.org.uk)">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>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> <li>- <i>Trips to support curriculum development.</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> <li>- <i>Employment of attendance officer to support in school work to improve attendance rates of vulnerable families.</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>Working in collaboration to support school attendance officer and to implement formal and legal procedures where required.</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">Improving School Attendance</a>  <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p>	<p>6</p>

Total budgeted cost: £ 287,000



## 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 2022 to 2023 academic year.

#### Improve underdeveloped oral language skills close vocabulary gaps among many disadvantaged pupils.

End of year data 22 23 shows a significant improvement in the number of disadvantaged children achieving GLD at the end of Reception in July 2023 compared to July 2022 .

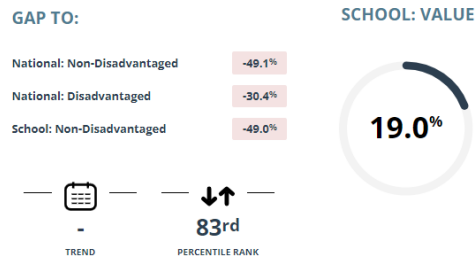
##### Good Level of Development

19.0% of your school's Disadvantaged cohort achieved a good level of development, 4 pupils out of 21.

This is 49.1% lower than the national Non-Disadvantaged cohort at 68.1%.

The Disadvantaged pupil(s) in your school are in percentile 83 for EYFS good level of development when compared to other schools.

Due to changes to the EYFSP framework this year, trend data will not be available until 2023



EYFS disadvantaged data : July 2022

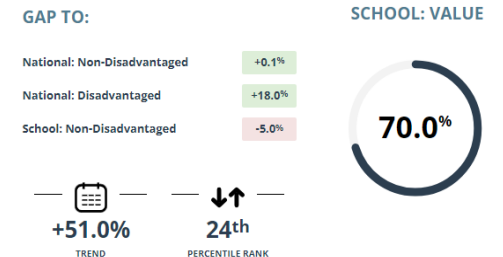
##### Good Level of Development

70.0% of your school's Disadvantaged cohort achieved a good level of development, 14 pupils out of 20.

This is 0.1% higher than the national Non-Disadvantaged cohort at 69.9%.

The Disadvantaged pupil(s) in your school are in percentile 24 for EYFS good level of development when compared to other schools.

Due to changes to the EYFSP framework this year, trend data will not be available until 2023



EYFS disadvantaged data : July 2023

70.0% of disadvantaged children achieved a good level of development (14 pupils out of 20). This is 0.1% higher than the national Non-Disadvantaged cohort at 69.9%. This is largely due to the actions implemented in terms of implementing CPD and training for staff – as well as implementing the initial stages of Oracy 21 training and implementing strategies across the curriculum. As expected, the increase in the development of oracy skills, leads to an overall increase in children's attainment. This focus need to be further developed this year, due to changing cohort and also challenging needs of children and to ensure that improvement



- **Offer all children opportunities to experience a range of learning opportunities to promote the education and wellbeing of our children**  
**Support children and families who are experiencing social and emotional barriers to allow them to access learning opportunities.**

**Ensure pupils have a greater awareness of the wider world and give pupils the opportunities to use these experiences to improve learning outcomes.**

A range of opportunities have been provided across the curriculum for pupils to engage in learning and well being. We have ensured that no child has been excluded because of the financial or social restrictions they face. Due to these opportunities being embedded, our school is the first in Wolverhampton to be awarded the “Excellence in Pupil Development Award”, We have also gained “School of Sanctuary “ status which reflects our ambition to be inclusive to all children, regardless of hardship . We have also been awarded the Gold School Games mark, and the Primary Science Quality mark, which both reflect the opportunities we give to all children within learning opportunities across the curriculum.

A successful OFSTED report in March 2023 highlighted our inclusive approach :

*Leaders are wholly committed to developing pupils’ personal development to a high level.*

*It is a strength of the school’s work. Staff encourage pupils to flourish and to develop a wide range of interests and talents. Opportunities to build character are offered both in lessons and through enrichment activities. The school recently received a prestigious award in recognition of the range of high-quality enrichment opportunities afforded to all pupils, including disadvantaged pupils.*

We will continue to strive to ensure that this approach continues, This year we aim to have external validation of our approach through gaining the Arts Mark and Inclusion mark awards.

- **Improve school attendance rates and rates of pupil groups, such as disadvantaged.**

Work has been completed all year through detailed analysis of families with low attendance. All families whose children’s attendance is below 90% are contacted and also expected to attend a school meeting with the EWO , where a contract is signed to take steps to improve.

The se families then receive school support through the pastoral team to support these improvements.

Children with attendance 90% to (6% are monitored in school , and contacted informally about their child’s attendance.

Through personal Development approaches, the school curriculum / PSHE curriculum contains lessons throughout each year group around the importance of attendance.



## 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





## Appendix 1 : Disadvantaged v Non-Disadvantaged Attainment

### Phonics Headlines 2022- 2023

#### Year 1

Overall Pass Rate	Pass Rate: Non-Disadvantaged	Pass Rate: Disadvantaged
74.1%	67.7%	81.5%

#### Year 2 Retakes

Overall Pass Rate	Pass Rate: Non-Disadvantaged	Pass Rate: Disadvantaged
73.1%	75%	70%

### EYFS

Area	Overall Pass Rate (56)	Non-Disadvantaged (36)	Disadvantaged (20)
GLD	73.2%	75%	70%
Communication	78.6%	77.8%	80%
Number	75%	77.8%	70%



## Stowlawn Primary School Pupil Premium Strategy 2023 - 2026

### Year 1- 6

Data for Year 1 – 5 below is based upon teacher assessments in summer term. Year 6 data is based on final SATS outcomes.

Year 1 (59)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (25)	Disadvantaged (34)
Reading	59%	56%	62%
Writing	56%	56%	56%
Maths	57%	56%	59%
Year 2 (60)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (30)	Disadvantaged (30)
Reading	60%	53%	66%
Writing	53%	50%	56%
Maths	70%	67%	74%
Year 3 (59)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (32)	Disadvantaged (27)
Reading	59%	56%	63%
Writing	56%	50%	63%
Maths	61%	56%	67%
Year 4 (61)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (25)	Disadvantaged (36)
Reading	59%	64%	55%
Writing	43%	52%	37%
Maths	60%	64%	58%



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Year 5 (31)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (8)	Disadvantaged (23)
<b>Reading</b>	61%	51%	65%
<b>Writing</b>	58%	50%	61%
<b>Maths</b>	64%	50%	70%
Year 6 (31)	Overall Attainment <i>Exp+</i>	Non-Disadvantaged (15)	Disadvantaged (16)
<b>Reading</b>	54.8%	60%	50%
<b>Writing</b>	61.3%	53.3%	68.8%
<b>Maths</b>	64.5%	60%	68.8%