

# Pupil premium statement.

Stanley Grove Primary and Nursery School

This has been completed in line with the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

## 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	Stanley Grove Primary and Nursery School
Number of pupils in school	177 FTE
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021 revised Nov 2022 with new additions due to needs identified
Date on which it will be reviewed	July 2022, 2023, 2024, 2025
Statement authorised by	Standards and Pupils Committee
Pupil premium lead	Joanne Frost, Headteacher
Governor / Trustee lead	Mahmud Nawaz, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£1,886
School Led Tutoring funding	£2,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£41,441</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to identify any needs from the day children walk into school, with a focus on children's development and early language skills via assessment and the employment of a SALT. Wave 1 high quality teaching, supplemented by high quality support and interventions, is a priority and support staff are used effectively to teach interventions for a time limited period where required. This priority on the use of TA is proven to have the most impact for pupils based on our own experience of using TAs like this for the past 8 years plus EEF Best use of teaching assistant document. We have an approach where we expect children to keep up, and not need to catch up. A focus on phonics and early reading skills also means that our pupils have the best chance of success across the curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We use our own high quality staff to deliver high quality interventions, support and tutoring, as they know the children and our priorities well.

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

## Challenges

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

Challenge number	Detail of challenge ( <i>Updates in italics based on Summer 2022 findings and outcomes</i> )
1	<p>Assessments, observations, and discussions has identified that an increasing amount of pupils joining our school have language development delays and Speech and language problems. In the past, children have missed school to attend SAL sessions, as well as experiencing issues in the changes in therapists. We also have had a minority of children who could not attend appointments in the past due to parent's lack of engagement and attendance at external appointments. <i>2022, saw the Speech, Attention and Understanding being the limiting judgement for GLD in Early Years end of year assessment.</i></p>
2	<p>Assessments and observations in the past, has highlighted disadvantaged pupils generally have greater difficulties with phonics than their peers which negatively impacted on their development as readers. Due to our focus on phonics and 1:1 keep up tuition, this has not been the case for the last 2 years. We will continue to invest in our current practice to maintain this.</p>
3	<p>Internal assessments indicate that writing attainment among some of our disadvantaged pupils is below that of non-disadvantaged pupils, particularly where SEND is also an issue, which is a trend we are seeing since lockdown. The outcomes may remain low whilst teachers deliver high quality lessons which were not able to be delivered as effectively during lockdown. This will impact outcomes for this and next year.</p>
4	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p>This has resulted in knowledge gaps leading to pupils not being targeted against FFT 50 – 20 predictions in some year groups, especially in writing.</p>
5	<p>Parents requests for support for children due to anxiety or mental health issues has increased significantly and school has required the need for a learning mentor to meet the needs of these pupils. This needs to be maintained due to the demand and the quality of her work she does with the pupils. <i>During 2021-22, this demand had continued to be high, despite children being back in school for full academic year.</i></p> <p>Due to limitations of the building, we continue to have issues with appropriate space to support the well-being sessions for these pupils. School have applied for a separate grant to enable us to have adequate area to deliver this provision. <i>Update: an outdoor room has been built with the grant which we were successful in acquiring. Additional school funding used to complete and furnish.)</i></p>
6	<p>Attendance for disadvantage is consistently lower than non-disadvantaged, however, this is due to a small number of families and not the whole PP group.</p>

	This impacts negatively on their progress and creates gaps in their knowledge.
7.	Whilst children are proficient in phonics and reading, the need for fluency to aid comprehension is an area to continue to develop for some of our disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils and access to early and on site assessment and work with SALT.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  Parents have access to SALT and are able to support their child in sessions and at home.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard where SEND is not an issue.  Phonics remains above 90% and disadvantage pupils pass (where there is no high SEND or new to school)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard where SEND is not an issue.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through the use of our curriculum and outdoor learning leader and learning mentor.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and in line with their peers.</li> </ul>

## 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: **£9660**

*Assessment papers £430*

*Jolly Phonics £700*

Reading leader release time for intervention (2 days per week) - £4180

Phonics leader release time for phonics coaching and training (1.5 hours per week) £2850

*Support staff training cover costs (training delivered in house by English Hub Literacy Specialist (1 day INSET training plus half day every term for updates) £1500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Continue to deliver Jolly Phonics to maintain strong phonics teaching for all pupils and deliver weekly training, coaching and monitoring sessions.</p> <p><i>Train additional members of staff to be able to teach phonics as a lesson or intervention – particularly support staff who are new to the school.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our writing curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF guidance is based on a range of the best available evidence <a href="#">Improving Literacy</a>:</p>	3, 4

<p>We will fund teacher time to attend staff meetings and to deliver high quality writing tuition and intervention.</p> <p>We will use precision teaching and other interventions to embed basic skills.</p> <p><i>Inset training on writing process. Revise writing policy and check scaffolding used in school.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>School work closely with external professionals and implement their recommendations which have a proven track record of success in Wakefield schools.</p> <p>Progression of skills is a priority to enable children to apply previously taught skills independently as they develop as writers.</p>	
<p>Further embed the quality of social and emotional aspects of learning (SEAL) learning which is embedded in our new RHSE curriculum.</p> <p>SEAL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Deliver training on reading fluency to staff to further improve practice in school. Reading leader to be part of the English Hub reading for pleasure programme and disseminate the good practice from this training.</p>	<p>Children need to be proficient in reading in order to be successful across the curriculum. The DfE have invested heavily to support this in the English Hub and Reading for Pleasure programme, evidencing how it values this.</p>	7

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

Budgeted cost: **£15,283**

1 to 1 phonics (4 x pm's a week) £4,625

SALT £5,000

Teacher tutoring £4438

*Support staff working 3 mornings per week across KS 2. £850*

*3 staff training – (2 teachers and 1 TA half day) £370*



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p><i>Visit a school using helicopter stories to aid introducing this in nursery to aid early language development.</i></p> <p><i>Use Launchpad for Literacy to identify small steps needed to address language and communication needs in school.</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our use of SALT during the past 4 years had has a dramatic positive impact on early identification for pupils with language delay and referrals to hospital where required. Time out of school has been minimised due to onsite high quality delivery of a SAL programme.</p> <p><i>'One in 4 (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age 5.'</i> Boys who are eligible for free school meals are much more likely to fall behind in communication and language by the age of 5' (<i>Best start in life, part 1 setting the scene.</i>)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Head teacher is a Literacy Specialist working for Jerry Clay English Hub and delivers training and support in this area.</p> <p><i>Staff to work across KS2 to deliver bespoke package of support to focus on continuing phonics and reading fluency work for children who are not fluent and are poor at comprehension.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Our own data has shown that our results moved from in line and below national to being consistently above national at 90%+</p>	2

<p><i>Use teacher to deliver intervention programmes to support these pupils who are not keeping up or developing reading fluency.</i></p>		
<p>Additional writing interventions to be delivered to address writing targets being lower than FFT 50 in 2022.</p>	<p>Schools previous work on writing interventions evidences writing targets being in line with FFT 50 or 20. (see previous data and progress data) Lockdown has impacted on the delivery of wave 1 on site teaching and children now need time to learn and embed writing techniques.</p>	<p>3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

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

Budgeted cost: **£22867**

Learning Mentor sessions: £10,000 (£3000 paid by school budget)

Outdoor Learning sessions: £12,000 (£3,369 paid by school budget)

Contingency budget: £717

LM training sessions : £150

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and our RHSE policy so all staff, including new staff, have clarity of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Use of current practice to contact parents when absent. Use of learning mentor to support parents with family issues.</p>	<p>Previous work with parents in this way has had an impact in the school.</p>	<p>6</p>
<p>Enable children to access learning mentor where required. Use weekly safeguarding meetings to identify need or urgent responses. Mental health training to take place for staff to aid this further. (part of INSET day)</p> <p>Outdoor learning activities to take place with outdoor learning leader to aid the mental health of pupils in school.</p>	<p>The government have highlighted the need for a mental health practitioner in schools and are providing funding for someone to be trained in this area. <i>'The gender gap is the highest in more deprived areas.'</i><sup>[footnote 18]</sup> <i>These children are less able to access the curriculum and to articulate their thoughts and feelings. This can have a negative impact on their personal, social and emotional development.'</i> <i>'Children in early years settings today will have spent a good proportion of their lives in the pandemic. They have had fewer opportunities for social interaction beyond their immediate family because of lockdowns and social restrictions.'</i> (Best start in life- setting the scene)</p> <p>Outdoor experiences are well documented to promote positive mental health and well being.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £41441**

## Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes at the end of each academic year:

### Stanley Grove – What we do well.

- We are a small school with teachers who know every child well.
- We undertake continuous appraisal of all children (including PP) termly looking at issues, barriers, actions and monitoring progress.
- Every subject leaders knows every PP child.
- Teaching assistants are used to deliver targeted interventions.
- We use the EEF-supported techniques in how to undertake the interventions.
- We have a strong EYFS, meaning we can bridge the gap early. Interventions including SALT are starting at EYFS and continue throughout school.
- We focus on the whole of a pupil, including their academic, social interactions and well-being.

This details the impact that our pupil premium activity had on pupils in the **2022-2023** academic year.

#### 1. SALT.

Speech and Language continues to be funded in school. Parents and carers have access to speak and meet with therapist as well as working together with the child in school.

There continues to be a high need for our pupils in school and on entry, but the impact and quality of the sessions and support remains high. A governor has been in to observe this in school and has fed back to the FGB about the quality of the sessions seen and the impact from the data with the SENDCo. Staff have been supported and trained by the SALT to deliver programmes and interventions in school.

The previous limiting judgement in GLD for EYFS for Early language and listening and attention has improved with 90-93% of pupils achieving this in the two areas of the EYFS curriculum.

Every child in the school has early expert identification on entry and when needed throughout school. As a result, children access immediate support and programmes and parents can access SALT meetings, advice and support delivering programmes at home. Time to see a SALT is minimal due to delivery in school and children and parents see the same SALT so continuity is maintained. Referrals to clinicians and hospitals are made early as children are seen by an expert who can identify and make these referrals quickly. Children who would have been left behind and have gaps due to SAL difficulties have these gaps addressed and reduced.

Year Group	Children assessed by SALT	Children given a programme of support and intervention	Children discharged from the service due to progress made.	Additional informal checks - due to teachers' concerns
Nursery	Sep 22: 8 chn screened. 4 / 8 required referral.	3	1 child left the school was transferred back into the NHS.	
Nursery	Feb 23: New starters screened.  2/4 children referred.	2  TOTAL: 5		1 – lisp -no referral unless still in Y2.

Reception  1PP	7 screened  2  1 already assessed and on caseload from N.	2		1 – age appropriate no concerns at this time.  1 – support given to parent via phonecalls re lisp.
Year 1	3	3		1 child – breathing techniques given.  1 child – no referral required.
Year 2  1 PP	5  Already on caseload	3	2	
Year 3	1	1		Met with parent and interpreter to ensure SALT assessments correct
Year 4	1  Already on caseload			
Year 5	1	1		
Year 6  1PP	3  Already on caseload	1	2	

N.B. All PP children are assessed on entry to school by the SALT in order to address any support at an early stage and minimise any SAL issues in school.

## 2. Phonics

Phonics continues to be prioritised for children on entry to school and throughout EYFS and KS1. This year, 93% of pupils passed the PSC, with 2 pupils new to Year 1(1 of which was new to country) not passing. In year 2, all pupils except 1 pupils pending and EHCP for high needs have passed. The phonics leader monitors, coaches and delivers training every week and as a result, phonics is high quality. Both the Head teacher and Phonics leaders are Literacy Specialists for the Jerry Clay English Hub and the SENDCo is an audit lead, showing how the expertise we have in school is impacting in both our own and other schools. All disadvantaged pupils have passed the phonics screen test again this year.

Children joining the school are fast tracked with daily 1:1 phonics and assessments to ensure they catch up quickly. Children not keeping up have additional 1:1 phonics. All children in Reception can blend to read short words as a minimum and are year 1 ready for phonics next year.

### 3 and 4: Writing and Targets

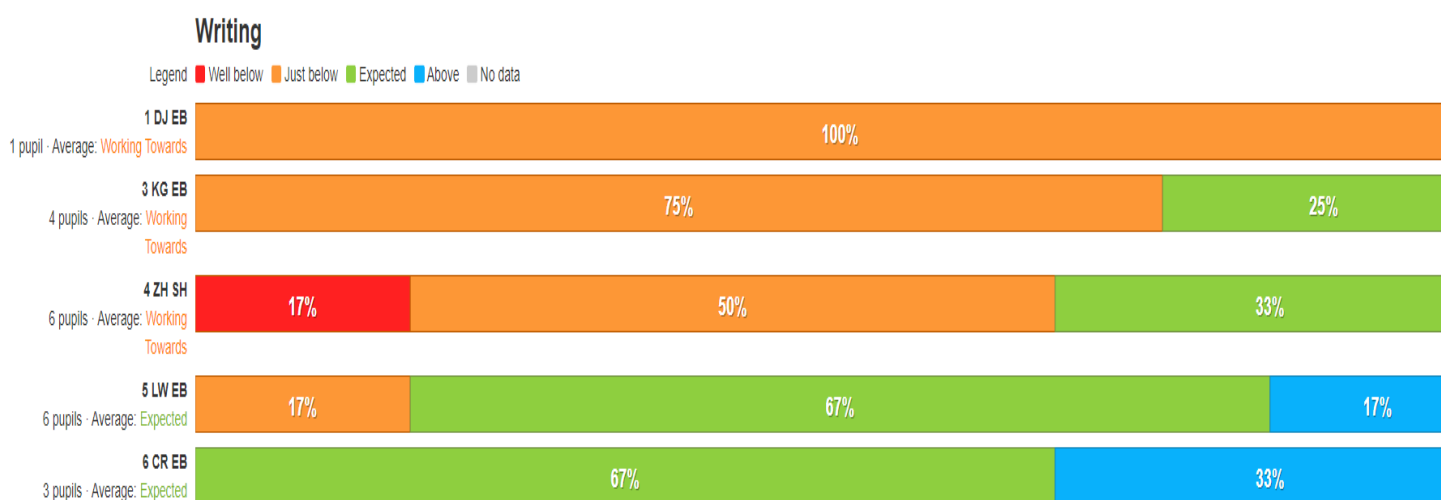
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Writing is on the school development plan for all pupils due to the impact which Covid had on spelling and writing across school. Inset day training has been used to further develop writing in school and the scaffolding for writing has been refined to further support pupils still requiring this. Writing is the limiting judgement in EYFS this year, with 77% of pupils meeting this goal. Of the 4 PP pupils in Reception, 50% have achieved the writing goal.

*Writing data for Year 1 – 6:*

*(The data below shows PP with no SEND needs.)* PP numbers in cohorts are low so need to be mindful when looking at percentages. Children are starting to make progress in upper key stage 2 due to the initiatives we have been working on in school. More PP boys are below expected but PP boys also achieve expected and GD in writing. This area continues to be a priority for the school.

We are still targeting children against FFT 50 and identifying children not on track for this during our half termly meetings and data tracking meetings. PP continue to remain a focus in these meetings which take place with HT, DHT, class teacher and SENDco to ensure a joined up approach and expertise for pupils.



### 5. Mental Health and Well being

We continue to support pupils and families on a daily basis. The needs of the school is high and the Learning Mentor is needed for constant support for both pupils in school and for parents and carers. Due to our weekly meetings, use of CPOMs and expertise in the school, we deliver targeted support to our families. Our learning mentor has accessed training and is our Mental Health and Well Being lead. Our outdoor learning focus allows children to have space and time outside daily to improve mental health and well being.

External professionals comment on how we address children’s needs and implement suggestions which support pupils in this. Transition booklets are being produced to further support our more vulnerable pupils. The learning mentor delivers bespoke individual and group sessions for pupils in school and supports class teachers with adaptations for children with sensory and anxiety requirements. We are seeing an improvement in pupils who were struggling coming into school and coping in lessons due to the strategies and support on offer. This all needs to be maintained. Next year, we will look at some mindful breathing techniques to support all pupils in lessons. The addition of the Aspire room has been a fantastic addition to school and is set up so it doesn’t feel like a classroom and has sensory and well being activities and areas for pupils to use.

## 6. Attendance

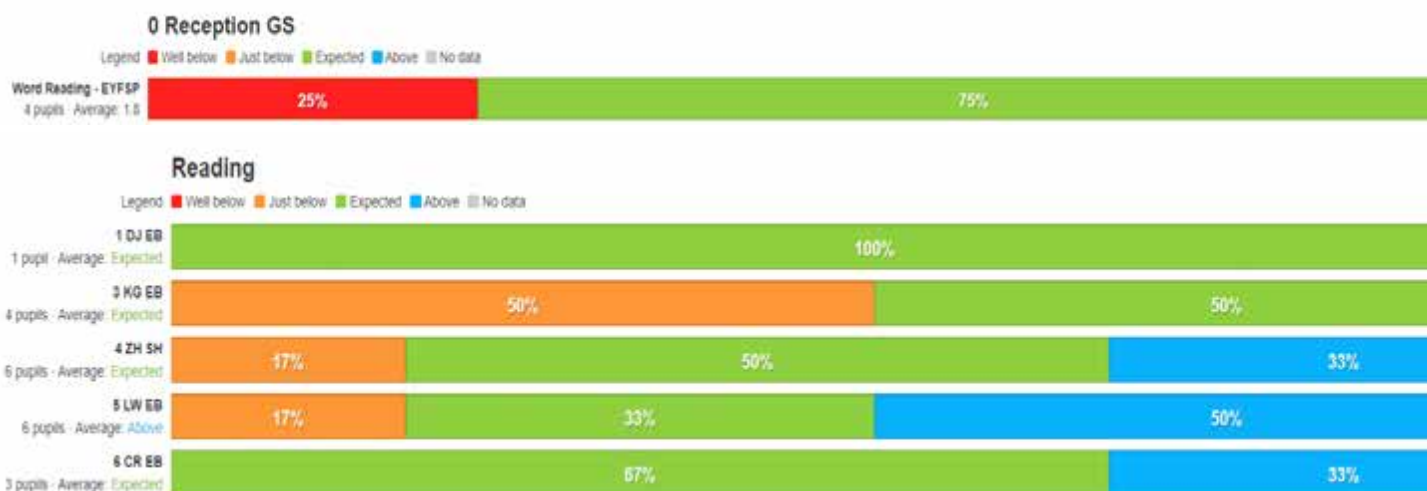
We have worked well with the EWO to support and target families where attendance was a concern. This year, we have held meetings with four families whose attendance was a concern and not improving following school intervention. Penalty warnings have been issued to three families, one of which was PP.

FSM6			All	R	1	2	3	4	5	6
FSM6	27	School	88.2%	93.3%	91.8%	89.2%	90.9%	81.6%	87.2%	91.7%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.8%	91.7%	91.6%
		Difference	-3.1%	+3.9%	+1.2%	-2.2%	-0.9%	-10.2%	-4.5%	+0.1%
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	177	School	94.0%	93.1%	94.2%	93.4%	94.8%	94.9%	93.8%	94.3%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.3%	95.3%	95.2%	95.0%
		Difference	-0.7%	-0.2%	0.0%	-1.5%	-0.4%	-0.3%	-1.4%	-0.7%

## 7. Reading Fluency

Reading fluency has been a focus for school development. We have more strategies in place which are having a positive impact on the reading fluency and in turn reading comprehension. More PP pupils without SEND needs are achieving expected or Greater depth as a result of this.

In Early Years, 1 pupil hasn’t met the reading standard but it should be noted that this is word reading, not fluency. 2 out of 4 are reading at age expected reading books.



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

### **Targeted support for Pupil premium**

#### **1. SALT**

We continue to fund a SALT in school. Every child is assessed on entry to school. SALT is available for parents to speak to or to work with parents and their child on programmes to support language development. SALT has identified pupils who need further medical referrals at an early stage in our school. Parent feedback shows how the service we pay for in school is valued and has made a difference. Pupils access intervention early and as a result are removed due to progress made. Having SALT in school has minimised any lost learning in school.

Feedback from parent questionnaires with children who receive support show that: 75% of parents highlighted that receiving support has made a positive difference to their child's speech and language needs.

100% of parents agreed that having a SALT to assess children and identify needs when they start school was very important.

100% of parents know who to approach re concerns about their child's speech and all agreed they felt comfortable in talking to members of staff at Stanley Grove about this.

Last academic year 4 pupils from KS2 were discharged due to meeting their targets. We ensured that Nursery children who did not secure a reception place at Stanley Grove for 22-23 were put back into the NHS to continue to receive support.

So far, this academic year we are supporting:

2022-2023	No of Pupils receiving SALT support
KS2	3
KS1	9
Reception	2
Nursery	4
Total	18



2. Phonics

93% of pupils passed PSC in Year 1. The 2 pupils who did not pass have SEND needs and are not disadvantaged. All pupils in Year 2 have passed PSC.

3. Writing

EYFS – 1 FSM girl – SEND did not meet Early learning goal for writing.  
1PCLA boy did achieve Early learning goal for writing.

Year 2 – 2 PP boys did not achieve ARE in writing. (1 pupil joined mid KS 1 unable to write or with any phonics knowledge)

1 PP girl did achieve ARE in writing.

Year 6 – 50% of PP achieved ARE in writing (2 girls and 1 boy)

4. FFT target setting for PP children.

New targets set for children. At the time of setting FFT are awaiting an update and were unable to input targets to check against FFT. This will be done during the next set of Autumn class progress meetings to check for aspirations for PP children.

5. Well-Being.

Our Learning mentor continues to be needed to support our families. Access to an additional room has aided this with the room being used for children's intervention time as well as for family meetings and professional meetings to support where needed. Training is being taken during Autumn 2022, to aim to show some of the impact of the LM, as this is difficult to quantify but we know as a school the positive impact and high need for this role.

6. Attendance.

PP attendance for 2021-22 was 85.5% compared to non PP of 92.9%

Monthly meetings take place with EWO and prior to this, school take action to engage parents with attendance concerns. Where school have taken action, there is documented evidence of improvement following that point. The low attendance of PP children is not for the whole group but a few families who impact on the overall figures. This remains a focus for our school. We have also reintroduced holiday penalties following a pause following a short pause following lockdown where many key worker families took term time holidays which had been cancelled.

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

### **Stanley Grove – What we do well.**

- We are a small school with teachers that know every child well.
- We undertake continuous appraisal of all children (including PP) termly looking at issues, barriers, actions and monitoring progress.
- Every subject leaders knows every PP child.
- Teaching assistants are used to undertake targeted interventions and this has continued in spite of Covid.
- We use the EEF-supported techniques in how to undertake the interventions.
- We have a strong EYFS, meaning we can bridge the gap early. Interventions including SALT are starting at EYFS.
- We focus on the whole of a pupil, including their academic, social interactions and well-being.

### **Targeted support for Pupil premium**

#### SALT

We employ a SALT for one day a week every alternate Friday. SALT is also being carried out in EYFS and across school where required. Children are assessed on entry, have programmes identified and delivered to aid language and speech development.

#### Attendance

School has introduced a new style attendance and punctuality letters for families causing concern however, due to Covid, we are not issuing penalties at this time and we are mindful of the fact that families will have a greater absence due to Covid this year. We have external support agencies who work with the pupils and the SENDCo is effective in working with parents.

#### Subsidised Uniforms and School trips

School provides school uniform and PE kit for PP children. Hardship funding is provided where necessary. Meals have been provided by vouchers or food parcels when school has been closed to PP children.

#### Tracking

Pupil progress meetings always include the tracking and monitoring of our PP children as a priority. The PP leader monitors the progress of PP students every term gathering standardised scores and other developmental milestones. The PP leader also monitors progression through intervention programmes to show progress and attainment.

#### Support

We use research documents to identify the best practice, e.g. the use of our support assistants linked to interventions. The Head Teacher works for the Jerry Clay English Hub as a Literacy Specialist, so is well placed to monitor and coach the phonics and reading in school, visiting classrooms every week and delivering regular training to all staff teaching phonics. Decodable books are in place for our early readers, and in 1:1 daily catch up sessions happen every day for children at risk of falling behind. Reading is a key priority for all pupils in school.

We have a strong EYFS. Children's early language skills and experiences are of the highest quality and give children the best start possible. Our provision in school is effective and continually invested in so that all pupils access high quality teaching.

We have a newly appointed learning mentor who is supporting children and families in school and is able to react quickly to needs. Weekly safeguarding meetings with the team also ensure timely intervention.

#### 3 Year Plan:

We have always invested in the children in our schools now. We are proud of the good practise embedded in school. We have evaluated the effectiveness of our use of funding and have identified the strengths and areas, which make the most impact for our PP pupils. As a result of this, we are maintaining the following:

- SALT in school with every pupil assessed on entry
- the use of our TA attached to our interventions (15/28 ppm undertake interventions in school 2020-2021) Interventions PP children include:
  - 1.1:1 Phonics (2 PPM children) - KS1
  - 2.Learning plan (9 PPM children)
  - 3.Daily reading – (2 PPM children, including 2 SEN)
  - 4.Writing support – (4 PPM children, including 1 SEN)
  - 5.Handwriting support – (1 PPM child)
  - 6.KS2 Maths intervention/ Catchup –(8 PPM children, including 2 SEN)
  - 7.Spelling support – (4 PPM children. including 2 SEN)
  - 8.Additional reading comprehension (7 PPM children, including 3 SEN) - KS2

- the high focus on phonics, early language skills and reading in the school and the highly skilled staff who can drive on this. We undertake daily phonics lessons for 45 minutes. Children are assessed half termly to ensure they are correctly grouped for phonics.
- the use of our reciprocal reading in school and our continued focus on high expectations for all. Children read daily for at least 15 minutes, as part of their phonics groups to a reading partner. All children use the reading area every week. Children access a class library of age appropriate books which can be used in school and at home. Children are also listened to by parents and teaching staff. Children are read to daily by their class teacher to promote a love of reading.



Our internal assessments evidence that children PP children achieve ARE where they have been in school or where there are no SEND or other barriers which have impacted on their learning. During lockdown, we offered a place in school for our vulnerable children but not all places were taken and despite 1:1 teaching being set up and offered on line for children at home, not all children used the school computers and data provided to log on for the sessions. This impacted on them achieving ARE also.

In phonics, our priority on this has meant that all PP children have passed during last 2 years. The year 2 pupils who will not pass this year (2 pupils) are new to school and country and new to school plus didn't attend sessions offered in lockdown. This said, dramatic progress of sounds and reading is clearly evident in data and monitoring and the 2 pupils should pass at end of year 2.

Our PP attendance remained below non PP children but this is a small number of families and not the who PP group. This remains a priority and action for the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted for some pupils last year, primarily due to COVID-19-related issues. We continue to prioritise supporting pupils and families in this area as outlined in plan above.

## Externally provided programmes

Programme	Provider
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