

Pupil premium statement.

Stanley Grove Primary and Nursery Academy

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 2024 to 2025 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: 2024-2025	Data
School name	Stanley Grove Primary and Nursery Academy
Number of pupils in school	204 FTE
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July, 2025, 2026
Statement authorised by	Local Governing Board
Pupil premium lead	Joanne Frost, Headteacher
Governor / Trustee lead	P Patel - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45195
Recovery premium funding allocation this academic year	£0
School Led Tutoring funding	£0
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	Accomplish Trust allocates full PP funding to the school to spend on the pupils it is aimed at. £45195

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 10 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 as well as those who need early access to other agencies to support needs and mental health and well being. 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
1	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 which has impacted on progress. 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. 2022, saw the Speech, Attention and Understanding being the limiting judgement for GLD in Early Years end of year assessment.
2	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 3 years. We will continue to invest in our current practice to maintain this.
3	Internal assessments indicate that attainment among some of our disadvantaged pupils is below that of non-disadvantaged pupils, particularly where SEND is also an issue.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures in the past to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps for some of our pupils.
5	Parent's and teacher's 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. We are also aware of the different strategies we prioritise in our school which aids mental health and well-being which we feel has a positive impact on the pupils in school, e.g. focus and priority on being outdoors, getting into the community.
6	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. 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.
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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 attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2025/26 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 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and in line with their peers.

Activity in this academic year (2024-2025)

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: **£8432**

Assessment papers £450

RWI and Fresh Start resources £1000

Reading leader release time for intervention (0.5 days per week after Christmas) - £3990

Phonics leader release time for phonics coaching and training (1.5 hours per week) £2992

Support staff training cover costs (some training delivered in house by English Hub Literacy Specialist)

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Continue to deliver Phonics to maintain strong phonics teaching for all pupils and deliver weekly training, coaching and monitoring sessions. Introduce Fresh Start.</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 leader to monitor and coach and support staff new to the role.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Enhancement of our writing curriculum planning in line with DfE and EEF guidance.</p> <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>Consistent scaffolding used to support writing across school.</i></p> <p><i>Support children's language development through the focus on oracy scheme of work and explicitly taught skills. Allow children to have the opportunity to practise and present these skills.</i></p>	<p>The EEF guidance is based on a range of the best available evidence Improving Literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</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>Oracy inset and further training supports the high quality teaching and pupil progress in school.</p>	3, 4
<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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Deliver training on reading fluency to staff to further improve practice in school.</p> <p>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: **£13015**

1 to 1 phonics (5 x pm's a week 7.5 hours a week TA) £3675

SALT £5,350

2 Support staff working 3 mornings per week across KS 2. £1575

Teacher released after Christmas to further support in KS2 to aid keep up for children in English.
(DHT 0.5 day a week) £3990

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>Use helicopter stories 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</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>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Head Teacher and Phonics leader is a Literacy Specialist working for Jerry Clay English Hub and delivers training and support in this area.</p> <p>Staff to work across KS2 to deliver bespoke package of support to focus</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: Phonics Toolkit Strand Education Endowment Foundation EEF</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

on continuing phonics and reading fluency work for children who are not fluent and are poor at comprehension. Use teacher to deliver intervention programmes to support these pupils who are not keeping up or developing reading fluency.	Children who did not pass phonics to be monitored and continue to receive support to ensure there is a focus on child becoming and fluent reader.	
Additional writing interventions to be delivered to address writing targets.	Schools previous work on writing interventions evidences writing targets being in line with FFT 50 or 20. This needs to be improved to pre covid results.	3

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

Budgeted cost: **£23748**

Learning Mentor sessions: £10,000 (some hours subsidised by school budget)

Outdoor Learning sessions: £10,000 (some hours subsidised by school budget)

Contingency budget: £900

LM training sessions : £150

Hardship fund: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Use of current practice to contact parents when absent. Use of learning mentor to support parents with family issues.	Previous work with parents in this way has had an impact in the school.	6
Enable children to access learning mentor where required. Use weekly safeguarding meetings to identify	The government have highlighted the need for a mental health practitioner in schools	5

<p>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>and our Learning Mentor is our mental Health practitioner in school.</p> <p>Outdoor experiences are well documented to promote positive mental health and well being.</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: £45195

Part B: Review of outcomes in the previous academic year

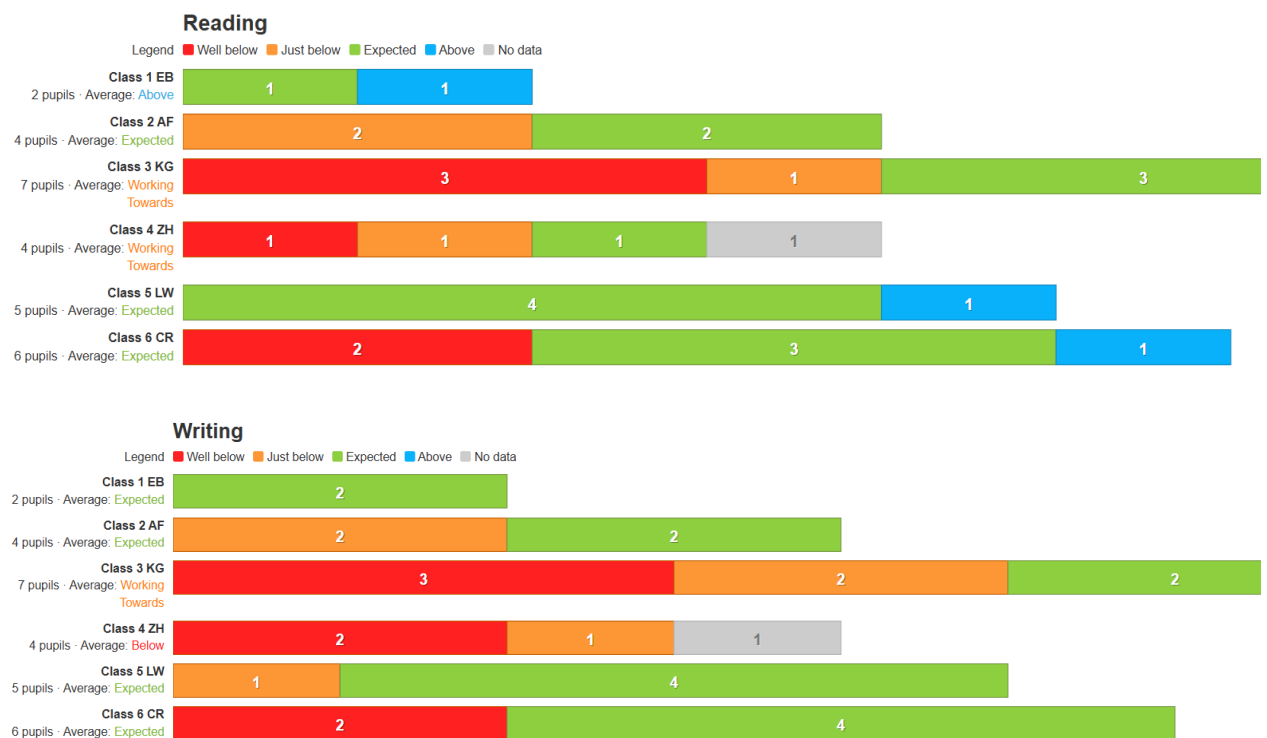
Pupil premium strategy outcomes

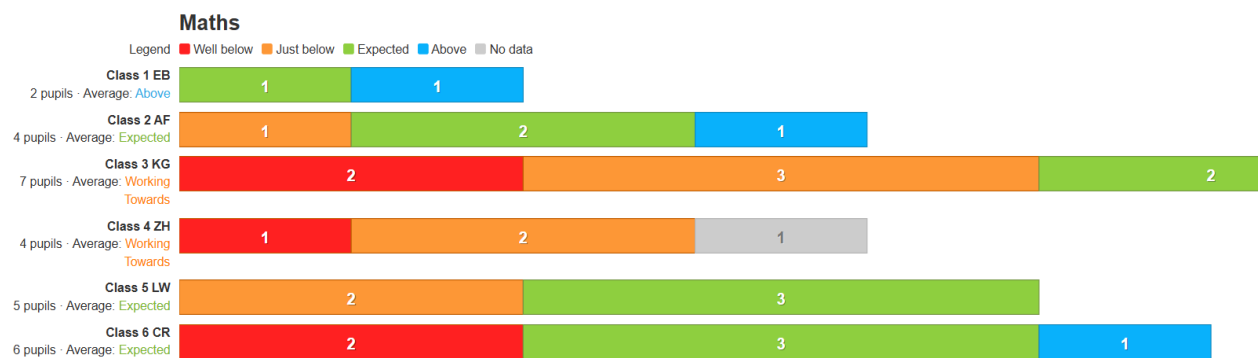
Stanley Grove – What we do well.

- 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 used to deliver targeted interventions.
- We use the EEF-supported techniques in how to undertake the interventions.
- We have 3 staff working for the Jerry Clay English Hub, so there is high quality expertise in the school to aid phonics and reading.
- 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.

Summer 2025 Evaluation:

Where other barriers do not exist, PP attain at ARE in school. We support our SEND pupils well and progress against their learning targets can be evidenced as well as access to other school support e.g. learning mentor, 1:1 phonics support where required.

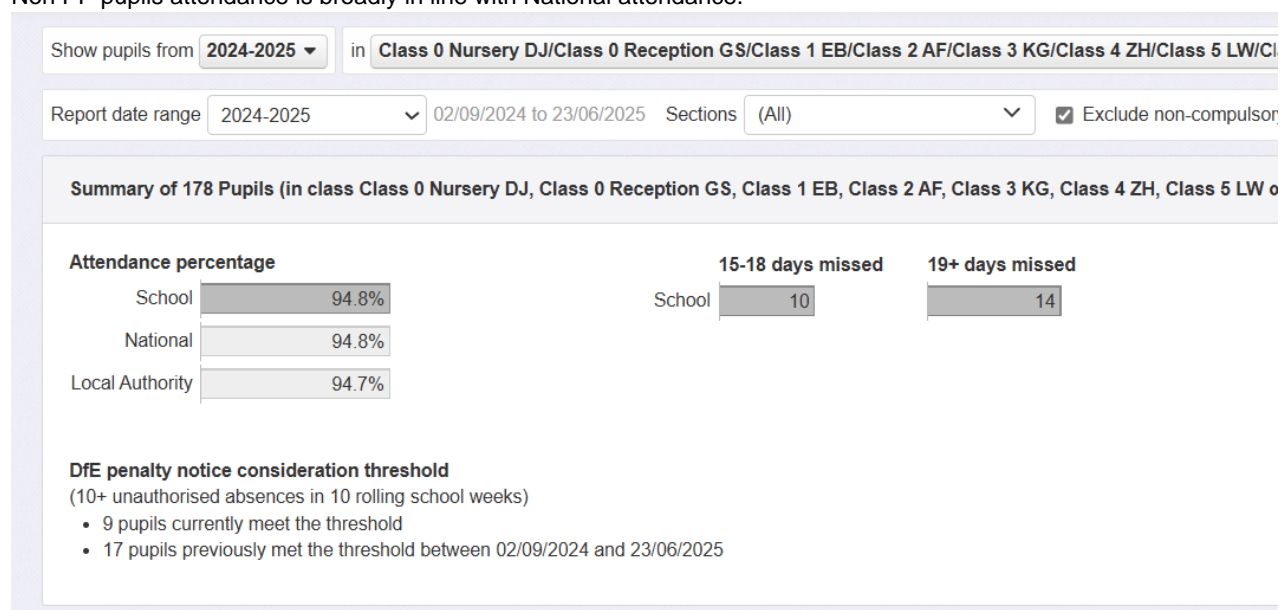




Attendance:

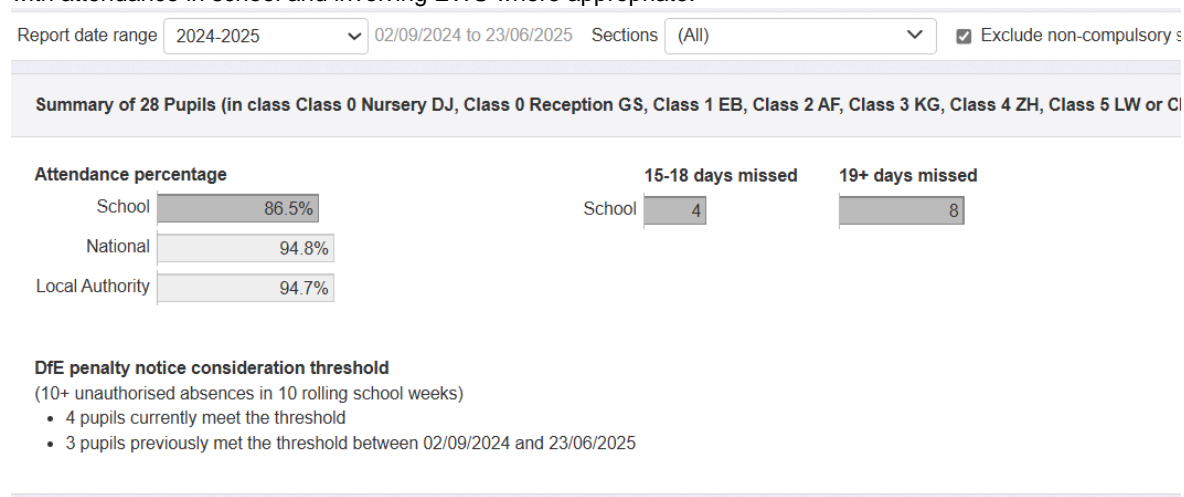
Non PP:

Non PP pupils attendance is broadly in line with National attendance.



PP:

PP children's attendance is below national and non PP. 37% have good attendance (over 95%) 29% have attendance above 90%, 37% have attendance below 90% with 7 % being severely absent from school. Over the course of the academic year, weekly actions are taken to work with parents to support improved attendance. Where attendance is severely below, EWS mentors are in place and a pupil is being educated and supported in the home and another has legal actions in place. We have meetings to support identified parents with attendance in school and involving EWS where appropriate.



SALT

We continue to fund SALT and all PP children have been assessed on entry to school. Parents of PP children have also had access to support in school with the therapist to enable them to deliver the SAL programmes at home with their children. Despite previously good service, the service has been less consistent this year due to issues with the therapist availability. We have worked with the provider to ensure our previous service is in place for next year.

