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	Stondon Lower School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Woodham
Pupil premium lead	Ciara Dumpleton
Governor / Trustee lead	Carol Summerfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,399 Sep '21 and Mar '22 £5,949 July '22
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,620 estimated (includes School led tutoring grant £2227)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by our vulnerable children. Our approach is responsive to common challenges and individual needs.

As of 2021-2022, Stondon Lower school have adopted the **RADY (Raising the Attainment of Disadvantaged Youngsters)** approach to close gaps between our disadvantaged pupils and their peers both in terms of attainment and holistic opportunities and experiences through focusing on equity not equality. This is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. It is our intent to: **raise expectations, raise awareness and raise aspirations.**

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An **uplift will be applied for disadvantaged youngsters** at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity. For the first year of implementation this will only be applied to one focus cohort.
- RADY will form the **Golden Thread** through our school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve **proportional representation for disadvantaged youngsters in all aspects of school life** by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- From the **end of 2021-2022 staff and governors of the federation will understand what RADY is** and be able to articulate what we are doing to increase the attainment of our disadvantaged youngsters.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate reading, writing and maths attainment among our disadvantaged children is below that of their non-disadvantaged peers made worse by the impact of Covid 19 and varying levels of engagement during remote learning.
2	Covid 19 has impacted negatively on children's levels of emotional resilience, self-belief and growth mindset and as a result, children can lack resilience when facing cognitively demanding activities.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps which are more prevalent among our disadvantaged children than their peers.
4	Our assessments (including wellbeing survey), observations and discussions with children and families have identified a range of behavioural, social, and emotional needs. These challenges particularly affect our disadvantaged children, impacting on their readiness for learning, self-esteem and attainment. Teacher/ parent referrals for support have increased during the pandemic. 50% of children in Stondon of whom are disadvantaged currently require additional support with social and emotional needs.
5	Low cultural capital - lack of a breadth of experiences that enable disadvantaged children to contextualise their learning
6	Additional needs – A number of our disadvantaged children (20%) also have additional needs such as SEND. This results in many of these children often struggling with basic concepts and requiring additional support/provision/services in order to raise achievement
7	Parental engagement and parenting skills.
8	Attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria

Disadvantaged children who do not have a SEND need, to achieve strong outcomes at the end of the academic year and make accelerated progress to diminish the gap between them and their non PP peers.	• Development of a 'recovery curriculum' across the school inclusive of disadvantaged children which has fully addressed any gaps in teaching/learning due to COVID – curriculum tracking • New Pupil passports which review the impact of identified targets and interventions are embedded. • All gaps have closed or are quickly diminishing as children who are working below age related expectations receive appropriate interventions. • Use the School Led tutoring government funding to help children to `catch-up` on the learning they lost during the school closures in the 2020 – 2021 academic year. • Children reach age related expectations in Reading, Writing and Maths. • Children achieve the expected standard in the Year 1 & 2 phonics check and Year 4 Multiplication check
To ensure that the needs of disadvantaged children with additional barriers to their learning are addressed	• Embed new SEN passports which review the impact of identified targets and interventions • Children make at least expected progress from their starting points. • Use the School Led tutoring government funding to help children to `catch-up` on the learning they lost during the school closures in the 2020 – 2021 academic year.
Children's basic, emotional and mental health needs are being met ensuring readiness for learning, improved levels of self-esteem and greater levels of emotional resilience	• Highly trained Pastoral/Behavioural Support workers offering high quality provisions – continuation of CPD and development of opportunities to support children and families. • Qualitative data from student voice, student and parent surveys and teacher observations. All children in Year 1-4 to take part in The Pupil Attitudes to Self and School Survey (PASS) to help identify barriers to learning, in order to ensure wellbeing and positive outcomes

	• Relevant interventions show impact through positive engagement in learning and children's attitudes.
Children have access to high quality cultural capital experiences in line with non PP peers to develop the whole child and have access to the same life experiences as their peers.	• Ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. • High levels of participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.
Improvement in children's early language and communication development is prioritised in EYFS and KS1 which lead to improvements in KS2.	• Disadvantaged children's language/communication difficulties identified early and show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary. • New EYFS curriculum with specific focus on promoting early language and communication development embedded • NELI to be fully embedded within EYFS and other relevant language and communication development strategies/ approaches e.g. ELKLAN. • Targeted intervention for those in KS2 identified as having a need
Parents are well supported to meet all the needs of their children both academically, socially and emotionally.	• Attendance is at least 96% • Parents are fully engaged with the school and feel well supported in all areas of school life. • Parenting workshops embedded across the school and a wider range is being offered

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: £4,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year groups to make suitable and well informed curriculum adaptions due to the impact of COVID 19	• The EEF 'High Quality Teaching' states that 'Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.' • Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1 • Impact of Covid-19 disruptions in primary schools: attainment gaps and school responses	1
Introduction of NELI in EYFS with specific training to develop oracy Embed Elklan strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	• EEF results of large-scale effectiveness trial indicates +3 months. • Oxford Language Report indicates that over half of those surveyed (>1300) reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.' • 'Why closing the words gap matters' 2018 • Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension • The EEF 'Preparing for Literacy' states that we should 'Prioritise the development of communication and language'	1, 3

Continue to work with Maths hub to sustain Teaching for Maths Mastery across all year groups EYFS and KS1 to engage in NCTEM's Mastering Number Project (Maths Fluency)	EEF Mastery learning approaches are deemed to provide +5 months impact on pupil achievement. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The EEF 'Improving Mathematics in the Early Years and Key Stage 1' states 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.'	1
Engage fully in the Raising Attainment for Disadvantaged Youngsters (RADY) project with year 2 being the focus	• A Central Bedfordshire endorsed project which sets out to establish a whole school approach to raising attainment in disadvantaged children and bring about a long term improvement in outcomes. • The EEF 'High-quality teaching' states 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	All

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

Budgeted cost: £ £20,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI oral language intervention within EYFS (4-5 children for 20 weeks. 3X30 min group sessions weekly)	• EEF results of large-scale effectiveness trial indicates +4 months. • Randomised control trial in 15 schools and feeder-nurseries after 30 weeks indicates children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.	1, 2, 3
School led tutoring by teaching staff before and after school for disadvantaged children	• DfE research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. • EEF small group tuition +4 months • EEF HLTA/teaching assistant interventions +4 months • 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF • Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support.	1, 2, 3
Use of pastoral/behavioural support worker to support Mental Health and Social and Emotional issues	• Whilst impacting on every child in the country, COVID 19 is likely to have a greater impact on the mental and emotional wellbeing of those children who were already disadvantaged.	1,2,4,6

	• We want to support the children's social and emotional needs alongside their learning needs which is recognised in the DfE 'Supporting the attainment of disadvantaged pupils: articulating success and good practice research' report as a recognised pathway to raising the attainment of disadvantaged pupils. • NFER suggests that in order to support children's learning, emotional support needs to be provided to address any underlying issues. On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) according to the EFF Toolkit.	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide practical strategies to support learning at home through phonics, reading, writing and maths workshops	The EEF 'Preparing for Literacy' states 'Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.' 'Working with Parents to Support Children's Learning' EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of	1, 2, 4, 5, 7, 8

	parents in their children's learning activities; and more intensive programmes for families in crisis.	
Sign up to initiatives such as Letterbox club in order to support parental engagement	EEF toolkit Parental engagement +4 months	1,2,5,7
Introduction of Pupil passports so staff become aware of holistic development areas.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning.	All
Increased participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.	EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled.	2, 4, 5, 8
Increase children's cultural capital experiences through accessing educational visits and visitors and enrichment opportunities	Parent voice has shown that this has been popular and an effective strategy. • The life experiences of some children are limited. Enrichment is a pathway to engagement, aspiration and therefore raised attainment. Exposure to a wider range of experience will enhance vocabulary, knowledge and enjoyment of learning. • In the past there has been a positive effect on soft outcomes for children across the schools including an improvement in a growth mindset and self-confidence. We do not want any of our children to be disadvantaged because of financial circumstances	1, 2, 4, 5, 6
To continue to monitor attendance and work with parents to ensure this is high for disadvantaged children.	Clear evidenced link between attendance and attainment. NfER briefing for school leaders identifies addressing attendance as a key step.	1, 2, 7, 8

Total budgeted cost £31,393

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see separate 2020-2021 impact report