Staynor Hall Primary Academy
Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Staynor Hall Primary Academy
Number of pupils in school	262 (R-Y6) 323 (TS-Y6)
Proportion (%) of pupil premium eligible pupils	24% (52) (Y1-6) 217 21% (69) (TS-Y6)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alex Winter Headteacher
Pupil premium lead	Alex Winter Headteacher
Governor / Trustee lead	John Tweedlie Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110.00
Recovery premium funding allocation this academic year Tutoring funding allocation this academic year	£8,555.00 £2,767.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,432.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all stakeholders have high aspirations for all children. We will plan and use resources effectively to ensure children are given the best opportunities to thrive and learn in a nurturing environment.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Challenges

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

Challenge number	Detail of challenge
1.	Low attendance rates having a significant impact on lost learning and engagement
2.	Children in EYFS who were born during lockdown (specifically children in Tiny Steps and Nursery) have not had the same level of opportunities to socialise with other children resulting in lower speech and language starting points and lack of PSED development
3.	Phonics and Reading outcomes: PPG children to close the gap in phonics knowledge and application to reading, resulting in improved fluency and comprehension.
4.	Wellbeing: PPG children to have access to wellbeing and mental health support and carefully planned and delivered tier 3 interventions

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
Attendance tracking	**An increase in children attending school with the aim of it being above 97%**

	The strategic lead for attendance robustly tracks and monitors all children taking a graduated response to managing poor attendance: ● Attendance above 97% celebrated termly ● Weekly class attendance awards ● Class teacher monitoring between 90-95% ● Two consecutive staged letters for attendance below 90% which includes non statutory school age children ● Attendance plan and meeting with school strategic lead ● Attendance panel meeting with attendance lead for the Trust Well being lead to support with strategies to make it pupil centred and engaging.
Improve communication and language and personal, social emotional development	**Increase in outcomes for children as a result of improved communication, language and literacy and personal, social and emotional development** Internal referral system allows the wellbeing lead to carefully track and monitor all children, ensuring a graduated response from class teacher and phase leads. ● Well planned and managed intervention timetable ● vulnerable children to access high quality sessions with well being lead ● Impact data from wellbeing lead to evidence intervention work ● All children can access the HUB weekly ● Carefully planning to ensure there is a greater emphasis on the prime areas of learning in EYFS ● High quality first teaching using a validated synthetic systematic phonics approach ● Early referrals to SALT from SENDco based on baseline and data collections as well as formative assessment ● SALT interventions from in school staff based on SALT resources ● Additional in school S&L interventions ● Specific member of staff in place to ensure all children who need to access S&L interventions weekly ● Specific member of staff in place to liaise with speech and language therapist to ensure targeted interventions are in place
Improved Phonics and Reading outcomes	**PPG children to close the gap in phonics knowledge and application to reading, resulting in improved fluency and comprehension**

	● Outcomes for PPG children will be consistently, each year, in line with non PPG pupils in phonics knowledge, application and fluency in reading ● PPG pupils will have good or better than good understanding of text, comprehension and speed of reading.
Wellbeing and Mental Health support	**PPG children to have access to wellbeing and mental health support and carefully planned and delivered tier 3 interventions** ● Observations are made of children and need identified by dedicated behaviour and wellbeing lead. ● Positive learning behaviours are modelled and strategies implemented in the classroom ● Children receive bespoke wellbeing intervention in small groups or 1:1 either weekly or twice weekly and impact measured ● Early Help is identified and referrals made in collaboration with parents and carers.

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: **£23,398.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	3
Pupil Support Team (consisting of wellbeing lead, SEN AT and the SENCo) are fully trained and up to date with safeguarding, specific intervention delivery and strategies to support less experienced staff.	Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children. Boxall is used to identify need and target specific interventions required which the well being lead has strategic oversight.	1, 2, 4
Dedicated pupil support team time (Headteacher, Deputy head, SENDco) to monitor interventions	Monitoring ensures triangulation between classroom practice, data and interventions so support is targeted correctly and effectively.	1, 2, 3, 4

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

Budgeted cost: **£17,153**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for delivering keep up sessions for Little Wandle phonics programme	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). All new staff will	3

	undertake the expensive training programme with means they are highly skilled and therefore the level of support is likely to increase the overall impact	
1:1 reading and small reading groups for lowest readers.	Regular reading practice develops fluency and comprehension for children who need additional support	3
Dedicated teaching assistant time to lead speech and language interventions.	Using the SALT resources time is allocated to ensure children receive additional practise to secure correct pronunciation or sounds and words	2

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

Budgeted cost: £31,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices. Monitor attendance of disadvantaged pupils as a group	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.	1, 2, 3
Weekly WEB team meetings to address and review caseload and develop strategies for children who are referred through triangulation involving classroom practice and data.	The school strategically monitors the impact of this through a triangulation meeting involving the headteacher, SENCO and attendance lead. Wellbeing support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who look out for them and	4

Interventions are timetabled for a set period of time. Pre and post intervention assessments are made so impact can be measured. Support is provided for teachers by wellbeing lead for supporting larger cohort issues or how to adjust teaching strategies for children. Weekly circle time linked to the PSHCE curriculum, restorative circles and morning check ins support this	they can talk to. Giving children additional support with bespoke interventions gives them a sense of being understood and in turn increased motivation to be in school and be ready to learn.	
School to use Jigsaw scheme of work to ensure high quality PSHE is delivered throughout school	Children will receive a consistent approach to the teaching and learning of PSHE which is then specifically tailored to meet the schools contextual need.	4
ATs will provide lunchtime clubs which will enhance children's extra curricular opportunities Children are able to attend after school activities and visits paid for by the grant.	Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless. of any impact on academic outcomes.	4

Total budgeted cost: £72,432.50

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.

- PA meetings have taken place and as a result referrals to Early Help have been made when families have expressed additional support was needed
- We supported families by attending multi-agency meetings, providing emotional support and applying for free school meals.
- Disadvantaged pupils were targeted to receive extra catch-up support in Reading, Writing and Maths following the schools Catch-Plan.
- 1:1 and small group catch up has enabled PPG pupils to reaffirm their confidence and stamina for Phonics, Reading and Writing.
- All staff have completed the Little Wandle training and have enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children.
- We worked with the Salvation Army to provide Christmas presents for vulnerable children
- Dedicated SEN support to deliver speech and language throughout school has ensure children have had consistent access to intervention provided by the SALT
- Dedicated wellbeing worker in school has meant very specific and targeted interventions have been able to take place for vulnerable children including HUB club every lunchtime to support with social challenges
- PP funding was used to ensure all children access enrichment opportunities throughout school and all children who wanted to attend the Y6 residential were able to.
- PP funding was used to enable the enrichment opportunities to take place through learn through week, to ensure all children had opportunities to experience external visits and visitors into school.
- PP funding was used to ensure all children who wanted to attend Y6 residential were able to access it