

Pupil premium strategy statement – Stoke By Nayland C of E Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	36 (Oct 23 census)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Kelly McGrath
Pupil premium lead	Kelly McGrath
Governor / Trustee lead	Jane Addis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24618.20
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26618.20

Part A: Pupil premium strategy plan

Statement of intent

Our children will be the best that they can be, reaching their full potential academically, socially, emotionally and spiritually. They will leave Stoke by Nayland with firm foundations in all curriculum areas; they will have been immersed in a wealth of enriching experiences and will hold learning behaviours that will enable them to be learners for life.

Our core values of **Love, Courage, Compassion** and **Truth**, mean the children of Stoke by Nayland embrace a positive attitude towards life and learning, and a self-belief that they can do anything they put their mind to. Our children take responsibility for their own learning and are kind and considerate towards others.

We recognise that our children are individuals and sometimes need a personalised approach to enable them to experience success. As part of this, we teach the children about equity.

We know that children thrive academically when they feel safe and secure, so we pride ourselves on offering a curriculum that educates the whole child, and we ensure that we celebrate both academic and non-academic success.

Our over-riding objective is that all pupils should lead successful lives as positive, contributing members of society.

In the context of this school vision, the core principles of our pupil premium strategy are:

- Quality teaching and positive learning experiences for all pupils;
- Early identification of need;
- Providing individualised early help and support to overcome barriers to success, which may be contextual, social, emotional, behavioural or academic barriers;
- Engaging pupils in core learning through targeted academic support;
- Access to all experiences and areas of school life.

Our current strategy involves a range of activities to address all of the principles set out above. We plan to:

- Improve the quality of teaching through external networking support and training;
- Provide bespoke pastoral support to meet pupils' social, emotional and mental health needs, so that they are more ready to learn;
- Improve pupils' knowledge, skills and understanding in core subjects, so that they can continue to access learning at a level appropriate to their age and ability and they are more prepared for the next stage of their education;
- Offer access to enrichment opportunities, so that pupils feel included and can play a full part in school life.

Challenges

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

Challenge number	Detail of challenge
1	Quality of teaching for all pupils
2	Achievement / ability in core subject areas, particularly reading and phonics, is a barrier to learning
3	Speech, language and communication needs, including limited vocabulary
4	Retention of concepts and recall of previous learning
5	Social, emotional and mental health needs and pupils' readiness to learn
6	Parental engagement
7	Access to learning and enriching experiences

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
The quality of teaching and learning in core subjects is of a high standard.	Average progress of pupils at least matches national average progress from starting points in reading, writing and maths. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
The quality of phonics and early reading provision is of a high standard. Pupils read fluently and draw on explicitly taught phonic and comprehension strategies to support their reading.	The overwhelming majority of pupils pass the phonics screen. The overwhelming majority of pupils achieve the expected standard in reading.
Pupils' emotional needs are met and they are ready to access learning.	Thrive assessments / SDQ scores show pupils are more regulated. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
Pupils are included and able to access the school's full provision.	Club attendance registers show that those eligible for pupil premium attend clubs, trips and enrichment activities at similar levels to non-pupil premium peers.

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: £5503.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve phonics teaching and 'early reading' through English Hub audit and support. Training for staff in validated phonics scheme. New phonics books (partially funded by English Hub). English Hub training on 'Reading for Pleasure' to motivate all pupils. Focus on explicit teaching of key skills for reading comprehension. Training, release and new books to be taken from General Annual Grant. Subscription to 'Phonics Play' £100 to help all pupils access resources / activities and to provide homework.</p>	<p>EEF research shows high impact for very low cost for homework</p> <p>EEF research shows high impact for very low cost for phonics improvements</p> <p>EEF research shows very high impact for very low cost for reading comprehension strategies</p>	<p>1, 2, 4, 7</p>
<p>Embed maths 'mastery'; develop teaching and pupils' fluency through the Mastering Number programme. Training, release and new resources to be taken from General Annual Grant. 'Times Tables Rock Stars' £140 and 'Mathletics' £250 to help all pupils access resources / activities</p>	<p>EEF research shows high impact for very low cost for homework</p> <p>EEF research shows high impact for very low cost for mastery learning</p>	<p>1, 2, 4, 7</p>

and for additional intervention and homework.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group tuition £2000	EEF research shows high impact for moderate cost for 1:1 and moderate impact for low cost for small group tuition	2, 3, 4
Teaching Assistant support through targeted interventions, including speech & language, phonics, handwriting and vocabulary building £7250	EEF research shows moderate impact for moderate cost for Teaching Assistant interventions; very high impact for very low cost for reading comprehension strategies; very high impact for very low cost for oral language interventions	2, 3, 4

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

Budgeted cost: £11865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training for practitioners, senior leader and whole-staff + Thrive Practitioner time to undertake interventions + funding to develop the Thrive space £4218 (£412+£3306+500)	EEF research shows moderate impact for very low cost for social and emotional learning	5
Access to extended school provision and clubs £3255	EEF research shows moderate impact for very low cost for arts participation; low impact for low cost for physical activity	7

Free or subsidised access to educational visits £1200	Monitoring, such as pupil perceptions and surveys, that shows impact of educational visits	7
Access to instrumental music lessons for all pupils £3192	EEF research shows moderate impact for very low cost for arts participation	7

Total budgeted cost: £ 26618.20

Part B: Review of the academic year 2022-2023

Outcomes for disadvantaged pupils

Teaching and Targeted Academic Support:

Training on maths 'mastery' improved the quality of teaching. Pupil Premium pupils made good progress in maths according to internal assessment and tracking data. Their progress was in line with their non-Pupil Premium peers. The school must continue to develop phonics provision and pupils' fluency. Teachers received some training on developing children's working, short and long-term memory. Teachers are still using some of the techniques learned. However, monitoring shows that further work on cognitive load and learning behaviour needs to be undertaken in to aid retention.

Individualised interventions and support led to positive improvement in pupil engagement. Pupils who were struggling to access education in the classroom are now routinely engaged in class-based learning, having addressed gaps and barriers to learning. Pupils responded well to interventions based on play and competition, e.g. Times Tables Rock Stars and Mathletics. Small-step progress in phonics, speech and language, reading and maths have been observed, evidenced in individuals' Additional Support Plans. Internal tracking data indicates that the progress of Pupil Premium pupils is in line with non-Pupil Premium peers.

Wider Strategies:

Funding allowed for the organisation of clubs, including Early Bird. Pupil Premium pupils were able to access clubs and their attendance was good.

Further information

Through school-to-school support, The St Edmundsbury & Ipswich Multi Academy Trust is engaging schools in raising the attainment in writing.

Bespoke pastoral support, such as support with bereavement and emotional regulation, is used to remove barriers to learning and build positive relationships.

Outdoor learning is used to engage pupils and give purpose to learning. It develops vocabulary, problem-solving and practical skills and positive learning behaviours, such as collaboration, that help pupils be better prepared for learning in the classroom. This is particularly important for pupils whose life experiences may be limited through economic disadvantage.