



**Stamford Green Primary School and Nursery**

# **Pupil Premium Strategy**

**Updated 16.12.24**

## Pupil Premium Strategy Statement

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	YR – Y6 = 630 and YN = 65
Proportion (%) of pupil premium eligible pupils	7% (46 pupils in December 2024)
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)	2022 - 2025
Date this statement was published	1.9.22 and reviewed 16.12.24
Date on which it will be reviewed	11.12.25
Statement authorised by	Louise Druce - Headteacher
Pupil premium lead	Louise Druce - Headteacher
Governor / Trustee lead	Karen Donald – Chair (and on behalf of) Children and Learning Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2023 - 2024	£61,670
Recovery premium funding allocation this academic year (Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£61,670

# Part A: Pupil premium strategy plan

## Statement of intent

At Stamford Green, our vision is to be a continually improving learning community for all, where children realise their potential.

Our pupil premium strategy is one, which also takes into consideration the challenges other children may face who are vulnerable, but may not be eligible for the pupil premium grant. This has been done to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and thrive academically and socially with regard to personal development. Therefore, our strategy principles imbue our school's **seven commitments** to each child, as it is our intention to ensure they have financial, social and cultural capital.

Our seven commitments permeate all areas of school life and are integral when planning school development. This therefore ensures that our pupil premium strategy is aligned and integrated with all school development priorities and initiatives.

### Seven Commitments

#### 1. Together

Our school motto is 'working together to be the best we can' and it is our collective responsibility to address disadvantage together, by being proactive with a focus on ensuring advantage and high expectations are given by everybody in our community.

#### 2. Learning

High quality teaching is at the heart of our approach, and is a priority for our school over recent years. This will continue with a focus on areas in which disadvantaged pupils require the most support, especially those children who also have SEND.

Another priority is to improve engagement in reading through:

- Whole class exciting texts and teacher led reading sessions.
- Access to the school's library each week, with teacher support to ensure books are borrowed.
- High quality curriculum relevant texts available to read in classrooms.
- Support from the Flying High Leader to participate in the school's enjoyment for reading initiatives.

#### 3. Achieving

Ensuring that the children thrive academically can only happen if there is excellent attendance and punctuality. These are important for children's well-being, safety and long term development.

For children that have high prior attainment, we want to ensure that they continue to make progress and achieve.

#### 4. Happiness

Our pastoral offer, alongside our PSHE curriculum, has been designed to support pupils to thrive socially by promoting children's health and well-being, this will enable them to access learning across all curriculum areas. Building positive relationships between a child and their peers and school staff is essential and forms the basis of our Behaviour Policy,

#### 5. Inspiring

At Stamford Green, we utilise the grant to support the inclusion of all pupil with regard to developing social and cultural capital. This can include financial assistance with

travel costs, the purchase of uniform and contributing to experiences and opportunities outlined in our Thrive Experiences and Opportunities [Compendium](#). As a result, barriers are removed to ensure every child's personal development is exceptional.

### 6. Ambition

Our response to the challenges faced by disadvantaged pupils will be to address individual need, with approaches used complementing each other. Every term, our pupil progress review (PPR) process will focus to ensure that the outcomes of our disadvantaged pupils are reviewed and appropriate personalised provision planned for, to improve outcomes further.

### 7. Values

One of our school values is 'Hope and aspiration' and our intent with regard to this value is to act early to intervene at the point need is identified. In addition to this, our Flying High Leader will develop an annual project to shape and develop individual hope and aspiration that challenges our vulnerable pupils and raises 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 - Attendance	<p>Attendance data indicates that attendance amongst our disadvantaged pupils is lower than that of non-disadvantaged pupils. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>2022 – 2023</p> <ul style="list-style-type: none"> <li>• DP = 87.6%</li> <li>• Non DP = 94%</li> </ul>
2 - Vocabulary	<p>Assessments, observations and discussions with disadvantaged pupils indicate underdeveloped oral language skills and vocabulary gaps, which affects writing attainment. As a result writing attainment (including GPS) among disadvantaged pupils, at the end of KS2 is below that of non-disadvantaged pupils.</p> <p>2022 – 2023</p> <ul style="list-style-type: none"> <li>• Writing EXS All =80%</li> <li>• Writing EXS Non DP = 87%</li> <li>• Writing EXS DP = 26%</li> </ul> <ul style="list-style-type: none"> <li>• GPS EXS All = 72%</li> <li>• GPS EXS DP = 76%</li> <li>• GPS EXS DP = 33%</li> </ul>

3 - ISP targets	<p>2.2% (15 pupils) of our disadvantaged pupils also have a special educational need or disability. Individual Support Plan (ISP) reviews show that most children are not making progress against their ISP targets.</p> <ul style="list-style-type: none"> <li>• Autumn 2022 DP and SEND = 39.5% achieved their ISP targets</li> <li>• Autumn 2022 SEND = 55% achieved their ISP targets</li> </ul>
4 - Reading	<p>a) Evidence of reading for enjoyment, in Learning Journals, is inconsistent for most, when compared to non-disadvantaged pupils. Internal teacher assessment data show that this affects fluency and stamina and as a result, not all our disadvantaged children, leave KS2 meeting age related expectations in reading.</p> <p>2022 – 2023</p> <ul style="list-style-type: none"> <li>• Reading EXS All = 78%</li> <li>• Reading EXS Non DP = 83%</li> <li>• Reading EXS DP = 40%</li> </ul> <p>b) Assessments suggest that most disadvantaged pupils have more difficulty in learning phonics than their peers</p> <p>2022 - Y1</p> <ul style="list-style-type: none"> <li>• PSC Pass All = 86%</li> <li>• PSC Pass Non DP =90%</li> <li>• PSC Pass DP = 56%</li> </ul> <p>2022 - Y2</p> <ul style="list-style-type: none"> <li>• PSC Pass All = 100%</li> <li>• PSC Pass Non DP = 100%</li> <li>• PSC Pass DP = 100%</li> </ul>
5 - Personal Development – Extra curricular	<p>Internal club data shows that a significant number of our disadvantaged pupils are not accessing extra-curricular activities, when compared to non-disadvantaged pupils. As a result, this has a negative impact on their social and cultural capital.</p> <p>Autumn 2022</p> <p>DP = 70%</p> <p>Non DP = 86%</p>
6 - Personal Development – Opportunities and Thrive Experiences	<p>Internal data has identified that a disproportionate number of our disadvantaged pupils are unable to access all our Opportunities and Thrive Experiences. The school's demographics mean that this then limits their understanding of the world around them, including diversity, vocabulary and personal development.</p> <p>There is no completed consent given for 77% of pupils in receipt of pupil premium, with regard to a school visit or trip</p>

## 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.

Challenge	Intended outcome	Success criteria
1 - Attendance	Improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Fortnightly reviews of attendance by teachers will lead to an increase in attendance and any dip will be spotted and early intervention made to remedy.</li> <li>The absence between children in receipt of pupil premium and non pupil premium children will be ameliorated.</li> <li>Attendance for children in receipt of pupil premium will be above the national average.</li> </ul>
2 – Vocabulary	Improved oral language skills and vocabulary resulting in improved achievement and attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Teachers will plan to ensure Tier 2 vocabulary words are taught consistently across all curriculum subjects.</li> <li>All staff in the EYFS will understand and implement the Word Aware approach for concept words.</li> </ul>
3 – ISP Targets	Improvement against areas of need for children in receipt of pupils premium and also identified as having a SEND.	<ul style="list-style-type: none"> <li>85% of children who are in receipt of pupil premium and also on the SEND register will achieve their SMART ISP targets each term.</li> </ul>
4 – Reading	Improved outcomes in phonics/reading for children in receipt of pupil premium.	<ul style="list-style-type: none"> <li>Children in receipt of pupil premium receive additional 1:1 reading sessions with a teacher. Learning Journals are completed by the teacher to promote self-esteem and learning as well as ensuring appropriate reading texts have been selected.</li> <li>Children in receipt of pupil premium participate in enjoyment of reading initiatives and activities.</li> </ul>
5 – Personal Development – Extra curricular	Improved engagement in the extra-curricular offer at Stamford Green for children in receipt of pupil premium.	<ul style="list-style-type: none"> <li>An increase in participation, with almost every child, in receipt of pupil premium trying and attending an extra-curricular club.</li> </ul>
6 – Personal Development – Opportunities	Ensure all pupils in receipt of pupil premium are able to access the school's Thrive Opportunities and	<ul style="list-style-type: none"> <li>Pupils in receipt of pupil premium access all Thrive Opportunities and Experiences available.</li> </ul>

and Thrive Experiences	Experiences, regardless of financial constraints.	
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### 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,138.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. CPD Coaching Programme for all teaching and support staff informed by Tom Sherrington's WalkThrus – effective teaching strategies e.g. Cold Calling/Think Pair/Share/Retrieval/Checking for Understanding	<p>EEF – Professional Development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF – Tiered Approach – High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	<p>2 – Vocabulary</p> <p>3 – ISP Targets</p> <p>4 – Reading</p>
2. Professional development to implement our curriculum that focuses on oral skills and a secure understanding of vocabulary.	<p>EEF - Vocabulary  <a href="https://educationendowmentfoundation.org.uk/reading-house/vocabulary">https://educationendowmentfoundation.org.uk/reading-house/vocabulary</a></p> <p>EEF – Tiered Approach – High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	2 – Vocabulary
3. Professional development to implement EEF recommendations – See SEND Action Plan.	<p>EEF – SEND in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3 – ISP Targets

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

Budgeted cost: £35,319.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Targeted 1:1 reading sessions for ten minutes, four times a fortnight, with a class teacher	<p>EEF - One to One Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF - Comprehension  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF - Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4 – Reading
<p>2a.                      Targeted pupils participate in the Flying High performance, sport and confidence project as well as the school's Opportunities and Thrive Experiences.</p> <p>2b.                      Targeted children participate in reading for enjoyment initiatives such as achieving a Blue Peter reading badge.</p>	<p>EEF – Art Participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Oxford University - Believing in Better: How Aspirations and Academic Self-concept Shape Young People's Outcomes  <a href="https://ora.ox.ac.uk/objects/uuid:a4a958fa-da9e-4039-a163-506f07478c81">https://ora.ox.ac.uk/objects/uuid:a4a958fa-da9e-4039-a163-506f07478c81</a></p>	6 - Personal Development – Opportunities and Thrive Experiences

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

Budgeted cost: £ 9,212.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Weekly review by class teacher so that targeted families are provided with support and advice to improve attendance.	<p>DfE – Attendance Best Practice  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1 – Attendance

	<p>EEF – Metacognition and Self-Regulated Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
<p>2. Targeted pupils are supported and encouraged to attend at least one extra-curricular activity.</p>	<p>EEF – Arts Participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF – Physical Activity  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>5 – Personal Development – Extra curricular</p>
<p>3. Ensure that all pupils can access the Opportunities and Thrive Experiences available through:</p> <ul style="list-style-type: none"> <li>• Amending letters so that the cost of an activity is not a barrier.</li> <li>• Building resilience in children and parents so that they try a new experience.</li> <li>• The school office supporting teaching and learning through working with parents/carers to maximise participation.</li> </ul>	<p>EEF - Improving Social and Emotional Learning in Primary Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>EEF – Arts Participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF – Physical Activity  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>6 – Personal Development – Opportunities and Thrive Experiences</p>

**Total budgeted cost: £61,670**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our pupil premium strategy has been designed to have lasting impact over a three year period. It will be reviewed annually to ensure that the action put in place continue to achieve the desired outcomes for our disadvantaged pupils.

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.*

- *Data from the previous academic year's national assessments , once published (including school attainment and progress measures)*
- *Comparison to national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*Please note that Stamford Green's school figures are based on very small group sizes. Caution must be exercised when comparing school and national figures as it is not a fair sample size*

<b>YR</b>	<b>Year</b>	<b>School</b>	<b>National</b>
Percentage of pupils eligible for pupil premium achieving a good level of development at the end of the EYFS	22/23	5 children 80% (4 children)	57%
	23/24	8 children 25% (2 children)	51.5%

<b>Y6</b>	<b>WRM EXS or better</b>	<b>Other</b>
22/23	20% (3 children RWM) 27% (4 children R) 7% (1 child R)	See Pupil Premium Review 22/23 for individual progress

23/24	33.3% (1 Child) RWM	
Child A	No RWM Yes MR	
Child B	No Yes	Teacher assessment/scaled scores increased from base-line in reading.
Child C	Yes	

**Are we on target to achieve the outcomes of your strategy  
(as outlined in the Intended Outcomes section above)?**

- Outline your analysis of what aspects of your strategy are/are not working well.

<b>Challenge Number and Intended Outcomes</b>	<b>Outcomes before strategy</b>	<b>Outcomes review during strategy period</b>	<b>Analysis</b>
<b>1 – Attendance</b> Improved attendance for disadvantaged pupils.	2022 – 2023 <ul style="list-style-type: none"> <li>• DP = 87.6%</li> <li>• Non DP = 94%</li> </ul>	September 2023 – December 2023 <ul style="list-style-type: none"> <li>• DP = 90.4%</li> <li>• Non DP = 95.1%</li> </ul> 23/24 <ul style="list-style-type: none"> <li>• DP = 95.5%</li> <li>• PP = 87.4%</li> </ul> September 2024 – December 2024 <ul style="list-style-type: none"> <li>• DP = 90.4%</li> <li>• Non DP = 96.5%</li> </ul>	Fortnightly monitoring to continue but now with class teacher involvement. This will enable relationships and action for further impact.
<b>2 – Vocabulary</b> Improved oral language skills and vocabulary resulting in improved achievement and attainment for disadvantaged pupils.	Vocabulary not identified systematically in planning.	Vocabulary has been systematically identified into Tier1, 2 and 3 words in each curriculum compendium. This is used by teachers to plan weekly	As this project has only been implemented this year, regular reviews by the English subject leader will monitor effectiveness and ensure

		lessons and ensure vocabulary is taught consistently across the whole school.	the project is embedded.
<b>3 – ISP Targets</b> Improvement against areas of need for children in receipt of pupils premium and also identified as having a SEND.	<ul style="list-style-type: none"> <li>Autumn 2022 DP and SEND = 39.5% achieved their ISP targets</li> <li>Autumn 2022 SEND = 55% achieved their ISP targets</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 2023 DP and SEND = 72.2% achieved their ISP targets</li> <li>Autumn 2023 SEND = 61.8% achieved their ISP targets</li> <li>Autumn 2024 DP and SEND = 83.6% achieved their ISP targets</li> <li>Autumn 2024 SEND = 82% achieved their ISP targets</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of ISP targets being achieved by both groups is evident.</li> <li>Teacher training on granular target writing to happen.</li> </ul>
<b>4 – Reading</b> Improved outcomes in phonics/reading for children in receipt of pupil premium.	Evidence of reading for enjoyment, in Learning Journals, is inconsistent for most, when compared to non-disadvantaged pupils. Internal teacher assessment data show that this affects fluency and stamina and as a result, not all our disadvantaged children, leave KS2 meeting age related expectations in reading.	<ul style="list-style-type: none"> <li>100% of KS2 targeted pupils in receipt of pupil premium participated in the 'Book Swap' initiative.</li> <li>100% of pupils in receipt of pupil premium had comments to build self-esteem in their Learning Journals and could say how the teacher's feedback was helping them to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Flying High Leader to ensure that pupils in receipt of pupil premium achieve their Blue Peter reading badge.</li> <li>Phonics leader to monitor progress towards achieving a pass in the PSC.</li> <li>Teachers to monitor progress of children as per PPR schedule.</li> </ul>
<b>5 – Personal Development – Extra Curricular</b>	Autumn 2022 70% engagement, which is below	2023/2024 Engagement of children in receipt	<ul style="list-style-type: none"> <li>Teachers are actively engaging with</li> </ul>

<p><b>Activities</b></p> <p>Improved engagement in the extra-curricular offer at Stamford Green for children in receipt of pupil premium.</p>	<p>those children not in receipt of pupil premium.</p>	<p>of pupil premium and their uptake of an extra-curricular club is above non-pupil premium children.</p> <ul style="list-style-type: none"> <li>• Children in receipt of pupil premium = 88%</li> <li>• Children not in receipt = 82%</li> </ul>	<p>children and parents/carers so the uptake has increased.</p>
<p><b>6 – Personal Development - Opportunities and Thrive Experiences</b></p> <p>Ensure all pupils in receipt of pupil premium are able to access the school's Thrive Opportunities and Experiences, regardless of financial constraints.</p>	<p>There is no completed parental consent given for 77% of pupils in receipt of pupil premium, with regard to a school visit or trip.</p> <p>Of the KS2 children involved in the Flying High performance project, only 14% had been to the theatre before.</p>	<p>100% of children in receipt of pupil premium have parental consent for Opportunities and Thrive Experiences so the children access everything that is available.</p> <p>After completion of the Flying High performance project, 100% of the children had been to the theatre in London's West End.</p>	<p>A change when writing letters to parents/carers has been very successful. They now know from the outset, that consent is required, but the financial contribution is covered.</p>

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin
Read Write Inc. Fresh Start	Ruth Miskin