

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	Staple Hill Primary School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	29% (85)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	20 th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Matthew Hillier-Brown
Governor / Trustee lead	Lynn Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112'450
Recovery premium funding allocation this academic year	£9865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£122'315

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is focused on the needs of the community we serve and the potential barriers faced by children who live in poverty. The aim of this strategy is to ensure we rapidly close the gap in attainment, social and emotional factors using a range of teaching and supportive strategies.

The national picture, during a prolonged period of education affected by the Covid pandemic, highlights the fact that closing the attainment gap for disadvantaged pupils has been harder and slower compared to that of their non-disadvantaged peers. It is a whole school responsibility and we will commit to a collective vision in tackling this.

The school serves the ward of Staple Hill which has been identified as having high levels of child poverty. We recognise the effects of child poverty on educational, health and social outcomes and its approach draws on a broad evidence base.

<https://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>

Families may not necessarily be in receipt of pupil premium but many of our pupils are affected by the barriers of child poverty, evidenced in the South Gloucestershire Child Poverty Needs Assessment:

- Staple Hill is within the top 3 wards with the highest rates of child poverty.
- The claimant rate for Job Seekers' Allowance in this area is above the England average of 1.7%.
- Staple Hill has a 31% rate of lone parent families which is significantly higher than the South Gloucestershire rate of approximately 23%.

https://consultations.southglos.gov.uk/gf2.ti/-/647202/17981541.1/PDF/-/Child_Poverty_Needs_Assessment_consultation_draft.pdf

The school is situated in a priority neighbourhood with Staple Hill ranked 5th in South Gloucestershire.

<https://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>

Our intention is to tackle the gaps identified between disadvantaged pupils and their peers using a mixture of high quality teaching, academic support and by also providing a rich and engaging wider curriculum. These strategies and wider resources are adapted to meet the needs of each pupil and address the barriers that may be unique to their particular circumstance. In order to facilitate this, we are committed to building the capacity and expertise of all staff to enable us to provide a highly personalized

(planned and reactive) programme of support which allows each child to reach their full potential.

Our strategy is underpinned by our whole school curriculum pillars of:

- Reading
- Oracy
- Citizenship
- Direct Instruction
- Passion, Joy and Childhood

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils attend school less regularly than non-disadvantaged pupils with a higher proportion of broken weeks.</p> <p><u>Last full year of education: 2018/2019</u></p> <p>20/58 PP (34%) had attendance below 96%.</p> <p>Average of PP children's attendance 95.7% - 1 x 73.5%, 1x 82%, 2 x 86%</p> <p>Whole school average (inc PP) 95% - 3 x 44%, 1 x 57%, 1x 67% 2 x 74%</p> <p>Persistent absence: PP 33% NPP 27%</p> <p>Broken Weeks: PP (57) 322 broken weeks - average of 6 per child</p> <p>6/57 PP have 5+ broken weeks 46%, 8/57 10+ broken weeks 7%</p> <p>1 x 26 broken weeks 1 x 18 weeks</p> <p>Whole School: 291 (inc. PP) 1484 broken weeks - average of 5 per child</p>
2	<p>Disadvantaged pupils are more likely to require a Child in Need plan or Child Protection plan with the most common categories being neglect or emotional abuse.</p> <p>PP and CIN/CP – 7 (8%)</p>
3	<p>Disadvantaged pupils are more likely to have an SEN/D need.</p> <p>PP – 88, PP and SEN -26 (29.5%)</p>
4	<p>Disadvantaged pupils are more likely to enter school with under developed speech and language skills.</p>

	<p>2019/2020 – Cohort: 45 PP: 10 Understanding: 9 - 20% with 2 PP Listening and attention: 8 - 18% with 0 PP Speaking: 8 - 18% with 2 PP The World: 6 - 13 % with 1PP Making relationships 9 - 20% with 3 PP</p> <p>2020/2021 – Cohort:45 PP: 9 Understanding: 15 - 34% with 2 PP Listening and attention: 11 - 25% with 2 PP Speaking: 15 - 34% with 2 PP The World: 11 - 25% with 1 PP Making relationships 17 - 39% with 3 PP</p>
5	<p>Disadvantaged pupils are less likely to access books and read regularly. <i>Internal monitoring showed that some PP children did not meet the 3 reads a week outside of school hours despite work with families</i></p>
6	<p>Disadvantaged pupils are less likely to access experiences beyond those provided within school. Education in England: Annual Report 2019 - Education Policy Institute (epi.org.uk)</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.

Intended outcome	Success criteria
Disadvantaged pupils attend school as regularly as their non-disadvantaged peers and broken weeks have reduced.	<p>Parent Support Worker (PSW) and HT/DHT to monitor attendance both daily and in weekly meetings to ensure this never falls below 96%</p> <p>SENCo, PSW and other members of pastoral support team provide early help and timely intervention through ELSA, Nurture, SAFeh and family support.</p> <p>EWO commissioned to monitor attendance and aid improvement and ensure this never falls below 96%</p> <p>Disadvantaged children to have attendance consistently above 96% and closely monitored to achieve this.</p> <p>Where attendance falls below this target, early identification and actions to enable improvement are put in place swiftly.</p>
Disadvantaged pupils who have current or historical social care involvement remain safe and happy and begin to close the gap with their peers.	All children will have access to a range of social and emotional interventions and support in order to meet their needs including the following:

	<p>Better Behaviours Project</p> <p>ELSA intervention</p> <p>Zones of Regulation intervention</p> <p>Impact Mentoring</p> <p>Individualised support plans and provisions to meet needs of each child.</p> <p>Social and Emotional Learning Strategies used by all adults</p> <p>Monitor using Pupil Voice the feelings about school and track the use of the above strategies. All PP children to show that they feel happy and safe in school.</p> <p>SMART target interventions to define the exit criteria.</p>
Early identification of need leads to swift and appropriate action and intervention.	<p>All disadvantaged children to be a focus of pupil progress meetings. Attainment to be tracked, especially for those that fall below the Expected Standard.</p> <p>All interventions to have a defined entry and exit criteria and designed to match the needs of the child.</p> <p>All identified PP children to have shown accelerated progress in all subjects.</p> <p>Those with a dual barrier will have a full needs assessment with targeted provision based on main need including SEND.</p> <p>All identified PP children will gain focused differentiation and high quality teaching based on need in collaboration with all interventions.</p>
Disadvantaged pupils are able to communicate as well as their non disadvantaged peers. They have the opportunity to use expressive language regularly and with confidence.	<p>All children to be given the opportunity to speak to larger audiences in different contexts to build confidence and self-esteem.</p> <p>Internal monitoring show stand and deliver used consistently and PP children encouraged to speak with precision and confidence.</p> <p>All PP children pass the phonics screener in Year 2</p> <p>Reading fluency using Lexplore and Catch Up interventions show all PP children are above 100 words per minute in KS2.</p>
Disadvantaged pupils read regularly to an adult and develop their fluency skills to aid comprehension.	<p>All children to have independent daily reading sessions and guided reading lessons.</p> <p>Disadvantaged children selected to be a focus of 1:1 Catch Up and reading 1-1 and to be showing accelerated progress in these areas.</p>

	<p>PP children pass the phonics screener in Year 2</p> <p>Reading fluency using Lexplore and Catch Up interventions show all PP children above 100 words per minute in KS2 and 90 words per minute in Year 2.</p>
Disadvantaged pupils experience and access a rich curriculum offer which is joyful and developmentally appropriate.	<p>All children to receive a high quality rich curriculum daily.</p> <p>All children receive a range of wider joyful provisions such as music, recorders and cooking.</p> <p>All children will gain the skills and knowledge to enable them to succeed in later life.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Maths	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ EEF +5mths Teachers challenging all and teaching to the top (P.C 2020)	All
Voice 21 – oracy	Voice 21 – The national oracy education charity	All
Read Write Inc Phonics	Phonics being taught daily in R – Y4 EEF +4 months	90
Self-regulation and metacognition	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF +7 months	All
Implement whole class Reading lessons for all	Padeliadu, Susana; Giazitzidou, Sophia; Stamovlasis, Dimitrios, 2021]. [Ending the Reading Wars: Reading Acquisition from Novice to Expert- Anne Castles, Kathleen Rastle, Kate Nation].	All

children (5 lessons per week)	<ul style="list-style-type: none"> Develop and implement Toolkit (Teaching Reading Strategies) for teachers to use in their planning of Reading lessons [+6 months EEF]. <p>Read texts that challenge children [Ending the Reading Wars: Reading Acquisition from Novice to Expert- Anne Castles, Kathleen Rastle, Kate Nation].</p>	
Developmental appropriate learning in KS1, focused on National Curriculum coverage and enhanced provision.	<p>Continuous Provision The Skills Alistair Bryve-Clegg</p> <ul style="list-style-type: none"> Chapter 4 Levelling skills & experiences Chapter 5 Cognitive skill development Chapter 7 An environment for thinking skills Chapter 8 Provocations for learning in continuous provision <p>Chapter 10 Challenge in continuous provision</p>	All
IRIS CPD Software	<p>Staff CPD focused on bespoke and staff wide professional development. Teachers will research, develop their practice and produce their findings evaluating the impact of the change. Iris software supports the PD offer across the school.</p> <p>New members of staff and RQT/NQT staff are supported with instructional coaching and a yearly package that ensures they receive the professional development they need.</p>	All £3'000
TDT Time		200 £10'527
RQT and NQT Support		All (grant)
Weekly Staff Meetings		260
Book Club		110
Instructional Coaching		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptops	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ EEF+4months	50 £1'500

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ EEF+3months	
HIVE Provision	Educational Psychologist review and boxall profile reports.	Y4 – 6 £10'705
Nuffield S+L Teaching	https://www.elklan.co.uk/neli/about-neli	Reception £6'000 apprentice
ELSA	Resources for Emotional Literacy Support Assistants - ELSA Support (elsa-support.co.uk)	7 children £10'705 £900 supervision
Catch up	Catch Up	32 £15'067 £9336
Booster Teaching	Individualised instruction Toolkit Strand Education Endowment Foundation EEF EEF + 3 months	30 children £7000
1:1 Tuition	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ EEF +5 months	
Reading Assistants	One to one tuition Toolkit Strand Education Endowment Foundation EEF	All £4150 £4389
1:1 Phonics	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ EEF + 5 months	All £4242
Freckle Maths	Individualised instruction Toolkit Strand Education Endowment Foundation EEF EEF + 3 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ +4 months	All £4000
SALT – speech and language		All £4500
Apprentice		R and KS1 £6000

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recorders	Wider curriculum offer to allow all children to have an engaging, rich and joyous experience and have equal opportunities compared to their peers.	90 £3095
Ukulele		90 £2730
Art		90 £2730
Science boxes and resources		All £5000
KCA Training – Trauma training	Home - KCA Training	All £5000
Pastoral support	Parental engagement Toolkit Strand Education Endowment Foundation EEF	All
EWO an pastoral support for attendance	Robinson, C Children and their Voices and Their Experiences of School	All

Total budgeted cost: £ *[121'116]*

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 2020 to 2021 academic year.

Due to Covid-19, performance measures have not been published for 2020 to 2021.

We successfully transitioned to home learning where by 100% of our disadvantaged pupils engaged and completed work set by their class teacher during the lockdown period. To enable this, we worked alongside the DFE to provide families both laptops and data packages to allow them to access the learning from home. We tracked and monitored all engagement and used our supportive but robust attendance system to ensure that all children were actively participating. We also offered, during this time, a library slot to attend our school library where children could change their book and continue to engage in reading at home.

We also received messages thanking us for the work we did over lockdown on children's wellbeing, parental support and how we managed the transition both in and out of lockdown. They commented on the support their children received for their anxiety and general wellbeing and the immediacy to which provision was put in place and monitored. Parents were delighted with the quality of work provided and felt their children were well supported academically. See below:

"Your support during this time was a complete game changer. Your assertion that she should come to school in February really made a significant difference. To be honest we would have found it very difficult to ask school to do this, knowing how many other children also need your support, so you being so proactive, recognising that this was what was needed was a big relief.

Your willingness to support her returning, helping us get through the door on the most difficult days and being there to talk to if needed during the day has been invaluable. She is once again excited to come to school and has got some of her old confidence back!"

In school data shows us that disadvantaged pupils had on average 20% attainment gap in all subjects compared to their peers. This correlated with the national picture and was also down to the fact that new interventions and targeted support were in their infancy due to the national lockdown. The academic support changes will be now entering their first full year.

We continued our drive to improve teaching and learning and we delivered excellent Book Club research findings despite the lockdown. We also implemented the Write Stuff and continued to refine its use across the school. Teaching throughout was never less than good both online and within the classroom. We also worked with Marc Rowland and look forward to putting into practice all the work we completed with the group last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Phonics	Read Write Inc
Lexplore 1300	Lexplore
Chartered College	Chartered College

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The school uses its SMARTER strategy to support disadvantaged children day to day (please see below)

At Staple Hill, we use a wide range of research, including the work of the Education Endowment Fund to ensure we match the need of the children to a researched strategy.

Bibliography:

Dix, Paul When The Adults Change Everything Changes Independent Thinking Press, 2017.

<https://educationendowmentfoundation.org.uk/>

Gilbert I, The Working Class Independent Thinking Press 2018

Hudson, Kerry Lowborn: Growing Up, Getting Away and Returning to Britain's Poorest Towns Penguin, 2019.

Lemov D, Reading Reconsidered Jossey-Bass 2016

Quigley, Alex Closing The Vocabulary Gap David Fulton Books 2018

Rowland M, The Pupil Premium John Catt Publication 2015

Swann M, Peacock A, Hart S and Drummond J Creating Learning Without Limits Open University Press 2012

Voice 21 Speaking Frankly: The Case For Oracy In The Curriculum English Speaking Union 2019

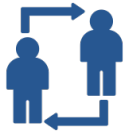
Robinson, C Children and their Voices and Their Experiences of School

Mark Rowland Group Sessions



S EATING

Deliberately plan seating so that all pupils are set up for success, with both challenge and support, and free from distraction. Groupings should support and develop Oracy. Tables must be grouped to enable collaborative quads [shoulder and face partners].



M ARKING and FEEDBACK

- Ensure that marking leads to feedback which focuses on learning from mistakes and creates growth.



A CT ON UNDERACHIEVEMENT

- Highlight any underachievement which impacts a pupil's education and ensure that it is addressed through timely interventions and quality first teaching.
- Involve families through open, honest dialog and partnership working.



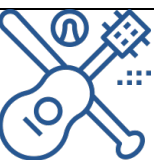
R ELATIONSHIPS

- Practice and demonstrate genuine unconditional positive regard.
- Build strong relationships through using positive language.
- Always take time to repair relationships when needed ensuring pupils are free from shame.
- Show every child you believe in them and support them to believe in themselves.
- Praise learning and their efforts but do not confuse the two.
- Build relationships with parents and engage them to support learning and address any underachievement.



T EACH TO THE TOP

- High expectations for all. Expect more and you will get more; giving excuses for failure result in failure.
- Use feedback to tailor learning.
- Scaffold for those who need support.



E XTRA OPPORTUNITIES

- Ensure that all pupils participate in extra opportunities to inspire and enrich e.g. trips, clubs and that finance is never a barrier to opportunity.
- For those who do not read at home regularly ensure in school opportunities.



R ESOURCES

- Ensure that all pupils have the resources they need to be successful in all lessons e.g. PE kit.
- Consider what scaffolds are required to make every pupil succeed in every lesson.

