



# Pupil premium strategy statement for Stowford School 2021-2022

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	Stowford School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	February 2021
Statement authorised by	S.Williams
Pupil premium lead	S.Williams
Governor / Trustee lead	G. Cox

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,112.45
Recovery premium funding allocation this academic year	£5,655.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,767.00

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school our intention is to provide an inspirational and inclusive teaching and learning environment with high quality teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We have high expectations of all and strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

We recognise the effect that the disruption of school closures due to COVID have had on some of our children and our aim is to rectify that in addition by utilising our strategies.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, where needed, to provide all children the access and opportunities to enjoy academic success and happy, well-rounded lives enriched by a range of wonderful experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Not all children reach ARE in the Y1 phonics screening check
2	Not all children reach ARE in reading by the end of KS1
3	Not all children reach ARE in maths by the end of KS1
4	Not all children reach ARE in reading by end of KS2
5	Not all children reach ARE in maths by end of KS2
6	Issues outside school that reduce capacity to learn
7	Limited vocabulary that leads to reduced ability to comprehend reading and reduced attainment in writing
8	Attendance for a small group of children leads to missed learning time

## 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
All children will reach ARE in the Y1 phonics check.	100% of PP children will reach ARE in the Y1 phonics check.

All children will reach ARE in reading by the end of KS1	100% children will reach ARE in reading by the end of KS1.
All children reach ARE in maths by the end of KS1	100% children reach ARE in maths by the end of KS1
All children reach ARE in reading by end of KS2	100% children reach ARE in reading by end of KS2
All children reach ARE in maths by end of KS2	All children reach ARE in maths by end of KS2
Reduce issues outside school that reduce capacity to learn	Issues will have been swiftly and appropriately dealt with so children have head space to learn.
Enhance vocabulary to increase comprehension and attainment in writing	Children will develop a wide range of vocabulary.
To increase attendance for the small group of children who miss learning time	Attendance will have improved.

## 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: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising high quality instruction in the classroom through CPD, coaching and feedback for teachers	Based on Rosenshine's Principles of Instruction we are focusing on improving the most impactful methods of quality first teaching which will make a difference to ALL children by: Supporting retrieval and reviews of learning Giving clear instruction Ensuring all learning is in small steps Using cognitive and metacognitive strategies (also EEF) Using effective questioning and techniques to enable maximum participation by all.	1,2,3,4,5 and 7
CPD to enhance the teaching of reading through Devon Right to Read programme.	Based on the Scarborough Reading Rope, this approach to reading focusses on reinforced learning, comprehension and prosody and directly complements the 'Little Wandle' phonics scheme outlined below.	1,2,4 and 7
Introducing new phonics scheme, 'Little Wandle' to ensure all children keep up not catch up. This involves CPD and resources.	Little Wandle is a verified synthetic phonics scheme. It focusses on reinforced learning of decoding, fluency and comprehension directly complimenting the reading programme. EEF research show progress can be enhanced by 4 months.	1,2 and 7
Widen children's vocabulary knowledge	Via the two reading activities above and by explicitly teaching vocabulary from all tiers in lessons.	1,2,3,4,5, and 7
Raise the quality of oracy and therefore reading and writing by running an oracy project throughout the school which will benefit all children.	Not all children speak in full sentences or use correct grammar in their speaking. This will show in children's writing, and in their reasoning, especially in maths. This follows EEF research shows that boosting oral language can boost progress by 5 months.	1,2,3,4,5 and 7
Effective diagnostic assessment and diagnosis of need through 3x per year formal assessment and gaps analysis	EEF research shows that effective feedback whether written or verbal can improve children performance. This will also enable swift identification of needs through 3xper year pupil progress	2,3,4,5 and 7

	meetings so that effective intervention, referrals or strategies can be put into place.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics keep up sessions	Children keeping up is more effective than letting a gap emerge.	1,2,3,4 and 5
Same day keep up sessions for maths to achieve mastery	EEF research shows that effective break down of subject matter into chunks	3 and 5
Reading inference intervention for some children in KS2	EEF research shows that being able to infer as well as using other reading techniques such as summarising key points can enhance progress by 5 months.	4 and 5
Individual support for specific children in KS2 for phonics and work reading through the Nessy programme.	One to one intervention is shown by EEF to boost learning by 5 months.	4,5 and 7
Individual EYFS language intervention (NELI)	Research by the EEF and by Nuffield has shown that Early Years intervention can boost progress by 5 months. NELI, Speech Link and Language Link run in Foundation and we have the BLAST programme in Nursery.	1,2,3,4,5 and 7
Lego therapy	To enhance ability to work in a group. EEF shows that collaborative learning can boost progress by 5 months.	1,2,3,4,5 and 7

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meeting x 3 per year headteacher, assistant head and the teachers and teaching assistants in the cohort	By discussing every child as an individual, barriers to learning can be swiftly pinpointed and appropriate action taken.	1,2,3,4,5,6 and 7
Ensure all children have access to enrichment opportunities both within		1,2,3,4,5,6 and 7

<p>the curriculum and extra curricular by:</p> <ul style="list-style-type: none"> <li>• Subsidising school trips and visits for disadvantaged children</li> <li>• Subsidising instrument lessons</li> <li>• Trying to close the gap in 'take up' of clubs</li> <li>• Having Wild Tribe as part of the curriculum</li> <li>• Working towards the Artsmark to ensure high quality arts provision for all children</li> <li>• Working in partnership with the 'Theatre Royal' Plymouth and performing there for Y5</li> </ul>	<p>Adding to cultural capital and vocabulary.</p> <p>By boosting self-esteem and confidence, EEF research shows that outdoor adventure learning can boost progress by 4 months due to increased motivation.</p> <p>Adding cultural capital</p>	
<p>Enhance our SEL provision by continuing to teach Jigsaw and running a THRIVE practitioner for 1:1 or small group intervention.</p> <p>Provision of lunch time 'Chill Zone' for children who need a quieter supported lunchtime where interactions are guided by adults.</p>	<p>Targeting of SEL needs in children aims to improve their interaction with others and management of their emotions.</p> <p>CPD for all teachers and THRIVE practitioner.</p> <p>EEF shows a boost in progress of +4 months.</p>	1,2,3,4,5,6,and 7
<p>Communicating with and supporting parents to ensure their children have a high percentage of school attendance.</p> <p>The pastoral support assistant works closely with families and children to monitor wellbeing, offer Early Help and assist with barriers that are of a pastoral nature e.g. Free School Meals, supporting children who have a parent in prison, victim of domestic abuse etc.</p>	<p>Involving parent in education can boost progress by 3 months according to EEF.</p> <p>By engaging parents in help of this nature we aim to bring them closer to the work of the school and enhance the lives of the whole family.</p> <p>The school has a range of ways to communicate with parents including the following:</p> <p>Text message Emails Facebook Class Dojo Newsletters</p>	1,2,3,4,5,6 and 7

**Total budgeted cost: £ 70,767.00**

## 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 the impact of COVID 19 and, in addition to national school closures, several year group 'bubbles' going into isolation, we have found that some of our disadvantaged children have been most affected particularly in reading. We will be trying to close the gap this year.

During last year we employed the following strategies to try to overcome the gap widening:

- Laptops were lent to all Pupil Premium families to access remote learning.
- Remote learning was provided by the class teacher and was the same broad and balanced curriculum that was being taught in school. This included bedtime stories and live well-being sessions.
- Many of our disadvantaged children attended school by invitation throughout the duration of lockdown (all were invited).
- Phone calls home were made weekly for any children not in school.
- Free school meal vouchers were provided through the holidays and food bank vouchers if required.
- Paper copies of sheets were provided if that is what the family preferred which were taken to homes by staff.

### 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
Achievement for All Quality Mark	Achievement for All
Quality Mark gained and invited to go for Lead School for the same organisation which we will be working on this year.	

## 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?	In much the same way as detailed in the pupil premium spend. Service children were invited to attend school as with one parent away, the remaining parent, if working, found it tough so children were invited to attend school.
What was the impact of that spending on service pupil premium eligible pupils?	Internal data shows that our service children attain highly and their attendance is high (98.7%). The children are happy, have self self-confidence and high self-esteem.