



Pupil premium and recovery premium strategy statement for Stowford School 2023-2024

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	Stowford School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
Statement authorised by	S.Williams
Pupil premium lead	S.Williams
Governor / Trustee lead	I Grafton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£

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 of high quality. 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 legacy of 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.

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 reading by the end of KS1
2	Not all children reach ARE in maths by the end of KS1
3	Not all children reach ARE in reading by end of KS2
4	Not all children reach ARE in maths by end of KS2
5	Issues outside school that reduce capacity to learn
6	Limited vocabulary that leads to reduced ability to comprehend reading and reduced attainment in writing
7	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 reading by the end of KS1	100% children will reach ARE in reading by the end of KS1 unless they are cognitively unable to do so.
All children reach ARE in maths by the end of KS1	100% children reach ARE in maths by the end of KS1 unless they are cognitively unable to do so.

All children reach ARE in reading by end of KS2	100% children reach ARE in reading by end of KS2 unless they are cognitively unable to do so.
All children reach ARE in maths by end of KS2	All children reach ARE in maths by the end of KS2 unless they are cognitively unable to do so.
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 risen to at least 96% (Trust target)

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: £ 3,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise high quality instruction in the classroom through CPD, coaching and feedback for teachers including the EEF 'Five a day'	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 explicit instruction Ensuring all learning is in small steps and well scaffolded Using cognitive and metacognitive strategies Using effective questioning and techniques to enable maximum participation by all Using flexible grouping Using technology	1,2,3,4,5 ,6 and 7
Improve the use of diagnostic assessment to address learning gaps	EEF research shows that effective feedback whether written or verbal can improve children's performance. Ensure that gaps analyses from the previous end of year assessment are discussed and that teachers have a clear plan in place for addressing gaps or revisiting prior learning, use a pre-topic mind map, low stakes quizzing and hinge questions.	1,2,3,4,5,6 and 7
Review the teaching of reading and writing to enable more success.	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. Embed CUSP spelling and writing scheme	1,3 and 6

Embed the 'Little Wandle' phonics scheme to ensure all children keep up not catch up. Ensure new staff are trained and that the implementation of the scheme is monitored tightly.	There are two new members of staff in EYFS and KS1 who will need training. Monitoring to ensure 100% fidelity to the scheme will be necessary.	1,3 and 6
Effective CPD for staff	Plan staff training so that it falls into one of the four categories: Building knowledge Motivating teachers Developing teaching techniques Embedding practice	1,2,3,4,5,6 and 7
Widen children's vocabulary knowledge	Via the two reading activities above and by explicitly teaching vocabulary from all tiers in lessons.	1,2,3,4,5,6 and 7
Embed the work started through the oracy project throughout the school which will benefit all children. Ensure all curriculum areas have a progressive and clear system of teaching vocabulary	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 which shows that boosting oral language can boost progress by 5 months.	1,2,3,4,5,6 and 7

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

Budgeted cost: £ 28,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics keep up sessions daily (scripted Little Wandle)	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.	2 and 4
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.	3 and 6
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.	3 and 6

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.	1,2,3,4,5,6 and 7
Lego therapy	To enhance ability to work in a group. EEF shows that collaborative learning can boost progress by 5 months.	1,2,3,4,5,6 and 7
Ensure that all intervention is monitored and tracked over a ten week period.	Ensure that the group is carefully selected, that the intervention is clearly laid out, is carefully timetabled and that links are made between the intervention and in class learning.	1,2,3,4,5,6 and 7
Engage a cover teacher to release the class teacher for 1:1 and small group work	One to one intervention is shown by EEF to boost learning by 5 months.	1,2,3,4,5,6 and 7

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

Budgeted cost: £ 42,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meeting x 3 per year with headteacher, deputy 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

<p>Ensure all children have access to enrichment opportunities both within the curriculum and extra curricular by:</p> <ul style="list-style-type: none"> • Subsidising school trips and visits for disadvantaged children and from October 2022 this will include holiday clubs • Subsidising instrument lessons • Trying to close the gap in 'take up' of clubs • Working towards the Artsmark to ensure high quality arts provision for all children 	<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>1,2,3,4,5,6 and 7</p>
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All children will work towards and complete the Wild Tribe award.		
<p>Enhance our SEL provision by continuing to use 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. 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>Meeting regularly both with school staff and the EWO to monitor and be proactive about tackling attendance issues.</p> <p>Ensure staff know which children should be 'flagged' for attendance.</p> <p>The school has a range of ways to communicate with parents including the following:</p> <p>Text message</p> <p>Emails</p> <p>Facebook</p> <p>Class Dojo</p> <p>Newsletters</p>	1,2,3,4,5,6 and 7

Total budgeted cost: £ 74,767.00

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 2022 to 2023 academic year.

Teaching: Rosenshine's Principles were embedded and monitored through a system of coaching for improvement throughout the school.

In the EYFS: there has still been a gap between FSM and non FSM with 40% of FSM children achieving ELG and 91.5% non FSM. The cohort average was above national but FSM was below national average (68%). Attendance was above national for the cohort and only slightly below national for FSM children (92%) national 92.4%.

In Y1:

Little Wandle has become further embedded this year. All children passed the PSC other than one who was disapplied. We have a system for teaching vocabulary and both that and oracy will be a continued focus for next year. 100% FSM children passed the PSC (national 80.5%) and 97.7% on Not FSM which was a positive gap. Attendance For both FSM and not FSM was above national in both categories.

In Y2:

In all subjects and in attendance, the FSM children exceeded national averages and within school, there was very little difference between FSM and not FSM children.

In Y6:

FMS children as a whole made excellent progress particularly in reading and writing. As a group slightly less progress was made in maths compared to not FSM. Attendance was slightly lower than national average for Y6 as a cohort (93% compared to 94.1%).

Targeted Support: The targeted support run last year will be continued next year but will have clearer parameters and more rigorous monitoring. The children receiving support will be regularly reviewed.

Wider Strategies: all strategies were put in place

Attendance continues to be a focus this 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
None	None

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?	<p>Stowford School has a Forces Club which runs throughout the year where children can drop in as they wish to carry out a range of activities. This is a mixed aged group club where the aim is not so much the activity, but to provide a space for children to meet where they can access emotional support and talk with other children with similar experiences when a parent is deployed.</p> <p>We also have two Junior Field Gun teams who take part in competitions such as Armed Forces Day on Plymouth Hoe. Because of the military tradition, many of our Forces children and families are part of the team and the service premium supports this activity. This provides a networking opportunity for the families which they find very supportive.</p> <p>Both of these are run by the Deputy Head, who is from a Forces family ,so understands the effect of both deployment and the impact of the return of a member of the family who comes back from deployment after a long period of time.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Both children and families find emotional and social support.</p> <p>Children follow a military tradition and learn team skills.</p> <p>Children know there is always someone they can talk to who understands their situation.</p> <p>Children achieved well academically.</p>