

Pupil premium and recovery premium strategy statement for Stowford School 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	426
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	R Pepper
Pupil premium lead	R Pepper
Governor / Trustee lead	C Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,870
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	£67,870

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children joining the school are coming in at low starting points, with limited phonic knowledge and vocabulary and often working below the expected standard for their age.
2	Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress. Low levels of support and engagement in learning outside of school.
3	Disadvantaged pupils make slower progress in phonics and read with less fluency in EYFS and KS1. Often, this is due to less parental engagement for these pupils.
4	Social and emotional difficulties, including attendance for FSM eligible children.
5	Oral language skills in Foundation Stage upon entry are lower for our disadvantaged pupils compared to other pupils. This slows reading and writing progress in subsequent years.
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 for teaching priorities

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 staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision.	Staff meeting time dedicated to sharing expectations from subject leads to ensure consistent, high quality teaching. Regular release time by core subject leads providing effective monitoring of subjects.

More opportunities for sharing high quality texts and strengthening language and vocabulary are in place in the EYFS.	Budget is allocated towards sourcing a growing variety of high quality texts for EYFS staff to share throughout the year. Spoken language has a high priority within the unit. Children are taught and encouraged to talk in full sentences and with appropriate vocabulary. Ambitious vocabulary is discretely taught and reinforced to up level the language skills of pupils.
Little Wandle is well led. Good quality teaching is in place in all lessons and all children are making at least expected progress over time. The number of disadvantaged pupils passing the Phonics Screening Check is increased and consistently above national levels. The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year.	Little Wandle continues to have a high priority within the school. The Little Wandle lead is provided with release time to monitor the provision of the subject and support programmes are put in place where required. Accurate assessment ensures that children who are not making progress are identified. Additional support is put in place for children who are not making the expected progress and/or working below the expected level. Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.
All children, including PP children, are engaged in reading for pleasure and achieve well in reading throughout the school.	Accelerated Reader is well-led and has a high priority in the school. Children read regularly both in school and out of school for pleasure and are motivated to read. Reading targets and regular quizzing ensure that motivation and engagement remains high. Reading engagement is tracked carefully and support is put in place for children who are not reading frequently. Children have access to high quality texts through a class lending system.
Enhance vocabulary to increase comprehension and attainment in Writing	Children will develop a wide range of vocabulary.

Intended outcomes for targeted academic support priorities

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
Pupils who are at risk of not making expected progress, make accelerated progress to catch up to age related attainment levels.	Highly skilled staff to provide intervention support for any pupil identified not to be on track. Teaching assistants are used effectively to run

	<p>intervention programmes</p> <p>Thorough analysis of termly assessment data is completed to identify pupils in need of catch-up intervention and to pinpoint gaps in learning.</p> <p>Evidence based intervention programmes are used to accelerate progress.</p>
<p>Children who entered EYFS with poor speech and language have made accelerated progress due to intervention programmes received.</p>	<p>Early identification of children requiring SALT ensures that children receive support quickly.</p> <p>Speech and Language support is maintained to provide daily SALT intervention to children in EYFS and KS1. Follow-up programmes are provided for school and parents.</p> <p>The Baseline assessment is used to identify children who would benefit from additional speech and language support.</p>
<p>Pupils at risk of not making expected progress in phonics are quickly identified and support is put in place.</p>	<p>Accurate assessment procedures are in place to quickly identify children who are not making the expected progress.</p> <p>Clear communication strategies are in place to ensure that all reading teachers know which children have not made progress each term and who the Pupil Premium children are in their group.</p> <p>If required, 1:1 and small group tutoring is provided for children working below the expected level or who are not making expected progress.</p>

Intended outcomes for wider strategy priorities

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
Support is in place for children who are from Service families and feel part of a community.	Services lunch club runs each week Staff running the club are a point of contact for children whose parents/ carers are away on deployment. Field gun after school club for services children and other children.
Pupil Premium children attend school, are punctual and are ready to learn upon arrival.	Regular and effective attendance reviews take place to ensure that children have strong attendance and attend school on time. When required, Supportive Attendance Meetings are completed with families as part of the trusts Attendance strategy. PSA works with identified families to put procedures in place to ensure that children arrive at school on time and ready to learn.
Pupil Premium children are considered each term for Thrive to improve emotional development and mental resilience.	Class teachers liaise with PSA to identify children in need of support. Children who receive Thrive show improved emotional development and mental resilience.
Close work with the MHST Mental Health Support Team - access a wider range of external support services, including Mental Health Ambassadors, whole class workshops and consultations and support for individuals and families.	Children in need of support are referred to MHST accessing external services – counselling, following parental consent. MHST work with child and family to improve mental wellbeing. Increase profile of Mental Health with introduction of Mental Health Ambassadors. MHST whole class workshops – improve mental wellbeing in class – impact on learning
More Pupil Premium children access enriching experiences including residential visits and music tuition leading to improved life experiences, self confidence and motivation back in the classroom.	Eligible pupils receive a subsidy towards the cost of residential visits. Pupil premium pupils are offered music tuition

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: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise high quality instruction in the classroom through CPD, coaching and feedback for teachers including the EEF 'Five a day</p>	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>1,2,3,4,5 ,6 and 7</p>
<p>Implementation and embedding of Direct Instruction approach</p>	<p>Focus on consistency of approach and CFU (Check For Understanding) to ensure all children move up through school without gaps in understanding and misconceptions not identified</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>All staff are clear about the expectations for each subject they are teaching, and consistent approaches are seen in all classrooms leading to high quality provision. Continued training in the delivery of a high quality maths mastery curriculum.</p>	<p>EEF Mastery teaching +5</p>	<p>2, 3, 5</p>
<p>Provide professional development for teachers on what they teach and how they teach it. Access training through the Trust's Lead Practitioners and subject networks, Plymouth Teaching School and other professional bodies.</p>	<p>EF Feedback +8 EEF Metacognition +7 EEF Individualised instruction +3 Kate Jones 'Retrieval'</p>	<p>3, 5</p>

<p>Improve the use of diagnostic assessment to address learning gaps</p>	<p>EEF research shows that effective feedback whether written or verbal can improve children's performance.</p> <p>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.</p>	<p>1,2,3,4,5,6 and 7</p>
<p>Review the teaching of reading and writing to enable more success.</p>	<p>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.</p> <p>Embed CUSP spelling and writing scheme. Fully utilize Accelerated reader as a means to track progress and grow love of reading</p>	<p>1,3 and 6</p>
<p>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.</p>	<p>Ensure new members of staff in EYFS and KS1 receive the appropriate training.</p> <p>Regular in house training for all KS1 practitioners to sharpen teaching and impact of Little Wandle</p> <p>Monitoring to ensure 100% fidelity to the scheme will be necessary.</p>	<p>1,3 and 6</p>
<p>Effective CPD for staff</p>	<p>Plan staff training so that it falls into one of the four categories:</p> <ul style="list-style-type: none"> Building knowledge Motivating teachers Developing teaching techniques Embedding practice 	<p>1,2,3,4,5,6 and 7</p>
<p>Widen children's vocabulary knowledge</p>	<p>Via the two reading activities above and by explicitly teaching vocabulary from all tiers in lessons.</p>	<p>1,2,3,4,5,6 and 7</p>
<p>Embed the work started through the oracy project throughout the school which will benefit all children.</p> <p>Ensure all curriculum areas have a progressive and clear system of teaching vocabulary</p>	<p>Not all children speak in full sentences or use correct grammar in their speaking.</p> <p>This will show in children's writing, and in their reasoning, especially in maths.</p> <p>This follows EEF research which shows that boosting oral language can boost progress by 5 months.</p>	<p>1,2,3,4,5,6 and 7</p>

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

Budgeted cost: £ 35,886

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, pre and post teaching	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. Fully utilize Accelerated Reader to track those children off track and put in targeted support to read more and grow love of reading	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
To ensure that a high proportion of disadvantaged pupils meet the Good Level of Development criteria by the end of EYFS, maintain increased adult ration in the EYFS to support a targeted plan of evidence-based intervention work designed to address key gaps in learning is delivered on a daily basis.	EF Oral Language Interventions +6 EEF Teaching Assistant Interventions +4	5

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
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
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

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

Budgeted cost: £ 28,884

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
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 all children have access to enrichment opportunities both within the curriculum and extra curricular by: <ul style="list-style-type: none"> Subsidising school trips, holiday clubs and visits for FSM children Subsidising instrument lessons Trying to close the gap in 'take up' of clubs 	Adding to cultural capital and vocabulary. By boosting self-esteem and confidence, EEF research shows that outdoor adventure learning can boost progress by 4 months due to increased motivation.	1,2,3,4,5,6 and 7

<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>	<p>1,2,3,4,5,6,and 7</p>
<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> <ul style="list-style-type: none"> Text message Emails Facebook Class Dojo Newsletters 	<p>1,2,3,4,5,6 and 7</p>

Total budgeted cost: £ 67,87

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 2023 to 2024 academic year.

Teaching: Rosenshine's Principles were embedded and monitored through a system of coaching for improvement. Cusp reading program introduced and embedded – positive impact on pupil attainment. Little Wandle has become further embedded this year. 92% of Y1 children passed the PSC this year. We have a system for teaching vocabulary. Both this and oracy will be a continued focus for next year.

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

Despite the above, there still remains a gap in attainment in some classes. This will be monitored carefully next year and teachers will be supported more closely next year to use all the planned strategies to improve teaching and learning.

Attendance figures for Pupil Premium children improved from the previous year and this will continue to be monitored and acted upon swiftly next year.

The most notable gap that has appeared has been in writing. Therefore, we are changing the way in which we teach writing and are moving to the Cusp writing program.

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

Service pupil premium funding (optional)

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

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

