

Pupil Premium Strategy Statement 2021- 22

School overview



Styal Primary School



When making decisions about Pupil Premium funding, we consider the context and challenges of our school and evidence-based approaches (from EEF Education Endowment Foundation) as our starting points.

Barriers to learning may include poor attendance and poor punctuality, complex family situations, less support at home, behaviour difficulties – challenges can be varied and so we support everyone on an individual basis. We recognise that not all pupils in receipt of free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The measure of income deprivation (Income Deprivation Affecting Children Index – IDACI) runs from A – F. Band A includes pupils in the most deprived 2.5% of Lower Super Output Areas (LSOAs). At Styal Primary School, we have funds allocated from all bands A – F.

Aim

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations by the end of Year 6 and therefore to go on and achieve GCSEs in English and Maths.

Support is organised into three areas:

1. Good Teaching

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium. CPD and teacher training would support the raising of attainment of pupils.

All teaching staff are involved in the analysis of data and the identification of pupils so they are aware of strengths and weaknesses of pupils.

2. Targeted Academic Support

Interventions are most effective when deployed alongside efforts to improve teaching. This includes both teachers and teaching assistants providing targeted academic support. This can be 1:1 or small group interventions.

3. Wider Strategies

This covers the most significant non-academic barriers to success in school. Examples include attendance, behaviour and social and emotional support.

Metric	Data
School name	Styal Primary School
Pupils in school	115
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£24,210
Academic year or years covered by statement	2021 - 22
Publish date	December 2021
Review date	Yearly
Statement authorised by headteacher	Louise Boardman
Pupil premium lead	Louise Boardman
Governor lead	Natalie Grandison

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To increase progress scores in Reading to nearer to 0 from -2.9	July 2022
Progress in Writing	To increase progress scores in Writing to nearer 0 from -4.6	July 2022
Progress in Mathematics	To increase progress scores in Maths to nearer to 0 from -3	July 2022
Phonics	To maintain the percentage of children achieving EXS in phonics at 82% so we are in line with National data. Focus on disadvantaged pupils reaching the EXS in phonics check in Year 1 and Year 2.	November 2021 June 2022

Higher standard	To raise % of children achieving higher standard / greater depth standard in all 3 subjects.	July 2022
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Good Teaching – support for current academic year

Measure	Activity
<p>Priority 1 To support disadvantaged pupils in their attainment and progress in Maths at both EXS and GD standard.</p>	<p>To purchase Power Maths to ensure that all children have access to Maths Mastery and are developing Maths reasoning and problem-solving skills.</p> <p>To develop higher order thinking. To develop the understanding and skills of teachers and teaching assistants in the delivery of Power Maths via CPD, insets and staff meetings.</p> <p>Two staff to be trained in Metacognition this year and cascade this to staff.</p> <p>Use of TT Rock Stars and Numbots to improve basic number skills.</p> <p>Extra support for Year 3 / 4 with times tables one afternoon per week with headteacher.</p>
<p>Priority 2 To support disadvantaged pupils in their attainment and progress in English – including Phonics and Writing.</p>	<p>To ensure all key staff are trained in the new phonics programme, Read Write Inc. This is to ensure that staff, including new staff, can deliver the phonics scheme effectively.</p> <p>Preparation and purchase of resources to accompany the RWI programme.</p> <p>To support handwriting and spelling across the school.</p> <p>Children’s basic Writing skills are improved through regular practice and consistent approach (Read to Write) and high expectation of Read to Write scheme.</p> <p>Teaching assistant support.</p> <p>Staff are trained in its delivery.</p> <p>INSET used for training and moderation of Writing to ensure consistency across the school. This includes moderation across schools in the Wilmslow Education Partnership through Literacy Counts three times a year.</p>
<p>Barriers to learning these priorities address</p>	<p>Attendance – both current and previous that is impacting on gaps in learning.</p> <p>Emotional health and wellbeing – both current and previous. Exacerbated by recent lockdowns.</p> <p>Resilience.</p> <p>Lockdown’s impact on gaps in learning.</p>

	Support at home.	
Projected spending	Purchase of Power Maths books	£616
	Purchase of homework Apps to support basic skills	£289.08 (TT Rock Stars and Numbots) £99.60 (Spelling Shed)
	Times tables extra teaching (HT 1 afternoon per week)	£572.76
	INSET run by Maths Lead	£95.28
	Cover of TAs for Maths training	£150
	Letter Join handwriting scheme and training of teachers and teaching assistants	£244 subscription £191.02
	Extra Read Write Inc training	£1694
	Extra Read Write Inc resources	£1241
	Staff Writing moderation / CPD = 3 staff meetings =	£455.28
	WEP Writing moderation – 3 times per year (cost plus staff cover) Purchase of extra Read to Write units =	£600 Cover £120 £210
Total	£7488.58	

Targeted academic support for current academic year

Measure	Activity						
<p>Priority 1 To support disadvantaged pupils in their attainment and progress in Maths at both EXS and GD standard.</p>	<p>Intervention groups to support Maths skills (Number Stacks) and booster sessions before school from Autumn term. Both are carried out by teachers.</p>						
<p>Priority 2 To support disadvantaged pupils in their attainment and progress in Phonics and early language acquisition.</p>	<p>Intervention groups to support Phonics skills. This is through the Nesy Learning Programme delivered to targeted children one afternoon per week.</p> <p>After school phonics sessions carried out for target children in Year 2 (Autumn term) and spring term (Year 1). This is carried out by two teachers.</p> <p>Introduction of the NELI Programme (Nuffield Early Language Intervention) to improve Reception children's early language skills. Training of staff.</p> <p>Weekly after school Reading booster sessions – from Autumn term</p>						
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	Autumn and Year 1 in Spring	
	NESSY learning programme – staff costs 1 afternoon per week	£126 subscriptions £1574 staff costs
	NELI programme – staff training (10 hours) and intervention session (4 x 30 mins x 20 weeks)	£1000
	Total	£6968

Wider strategies for current academic year

Measure	Activity						
Priority 1 To improve attendance and punctuality.	Reinstating Breakfast Club after lockdown and targeting disadvantaged pupils.						
Priority 2 To ensure pupil mental health and wellbeing is prioritised.	To ensure access to all activities - especially to improve mental health and prevent obesity. To develop Emotional Health and Wellbeing team further. Create children's group of Wellbeing Champions to support others. To provide 1:1 and small group emotional health support / counselling dedicated support for children in school.						
Barriers to learning these priorities address	Improving attendance, readiness to learn and ability to access resources for the most disadvantaged pupils. Children gain a breadth of enriching experiences. If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying that skill in the workplace.						
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	Music tuition	£1716
	CBT and counselling = LJ = 1 x pm per week SF = 1 x pm per week	£2520
	EHWB external support – covering EHWB team to attend meetings	£165
	Breakfast Club	£3257
	Clothing	£100
	Snacks	£114
	Total	£9821.97
	Overall Total	£24,278.55

Monitoring and Success of Pupil Premium in Previous Year