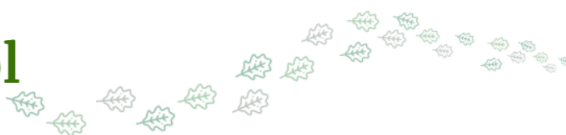


# Pupil Premium Strategy Statement 2024 - 25

## Part A: Pupil Premium Strategy Plan



## 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.

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. In 2022, the school location deprivation indicator was in quintile 3 (average) of all schools. The pupil base was in quintile 3 (average deprivation) of all schools in terms of deprivation.

### Statement of Intent

At Styal we believe that all of our pupils have the right to attain well and make good progress. Our aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

We also aim 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.

We look at the challenges that our vulnerable children face and ensure these children are supported – regardless of whether they are disadvantaged. Barriers to learning at Styal Primary School 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. Identification of these barriers enables us to put into place solutions to overcome challenge and promote improved outcome for our children.

We strongly focus on high quality teaching and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Metric	Data
School name	Styal Primary School
Pupils in school	108
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£31, 780
Academic year or years covered by statement	2024 - 25
Publish date	November 2024
Review date	July 2025
Statement authorised by headteacher	Sara Chignell
Pupil premium lead	Sara Chignell
Governor lead	Natalie Grandison

## Challenges

Challenge Number	Detail of Challenge
1	Our disadvantaged children often have poorer language skills than their non-disadvantaged peers. This vocabulary gap impacts learning outcomes across the <b>whole</b> curriculum.
2	Generally, our disadvantaged pupils have less exposure to shared reading experiences at home. Many of our children prefer to engage with technology than share books. Busy families and multiple jobs impact the time parents / carers can spend at home engaged in reading.
3	Poor physical health and poor emotional health impacts children's wellbeing and attendance. Attendance continues to be a challenge and school is embedding the principles of good practice set out in DfE's 'Improving School Attendance' advice. The Early Help process shows the emotional health of parent / carers is also a concern.
4	School has had to develop strategies to support pupils awaiting SEND support as there are complexities around engaging external support.
5	Many of our disadvantaged children lack motivation to learn and self-belief. Resilience is poorer and they need support to rehearse and encode new learning into their long-term memory.

## Intended Outcomes

The table below details the outcomes we are aiming for at Styal Primary School by the end of the Strategy Statement period. It will show how we will measure whether each outcome has been achieved.

Intended Outcome	Success Criteria
<p>To close the vocabulary gap between disadvantaged and non-disadvantaged through promoting the importance of reading and talk across the school.</p>	<p>Pupils will engage in reading for pleasure.</p> <p>Parents / carers will have a better understanding of the role of reading at home.</p> <p>Provide access to exciting books through direct teaching, shared reading and diverse books in each classroom. Investment in the Read to Write programme ensure high quality texts across the entire school.</p> <p>Subject leaders promote use of subject specific vocabulary.</p> <p>By end of KS2, all children (including disadvantaged) achieve in-line with their national counterparts at EXS standard in Reading and make good progress.</p>
<p>By the end of KS2, disadvantaged children achieve in line with non-disadvantaged children across all three subject areas – Reading, Writing and Maths.</p>	<p>Early identification and tracking of disadvantaged children during Pupil Progress Meetings allow them to fulfil their potential.</p> <p>Expectation of consistent high-quality teaching and feedback to children (see staff CPD and Efficient Feedback Policy).</p> <p>Investment in the Power Maths scheme promotes Maths mastery and ensures consistency and progression for all in Maths teaching.</p> <p>1:1 fast track tutoring closes the gap between disadvantaged children and their peers.</p>
<p>Across school children know more and remember more. They are more proficient in rehearsal and encoding new learning into their long-term memory.</p>	<p>Through pupil voice and assessment during ‘bridging back’ metacognitive strategies, children show they are encoding new learning into their long-term memory.</p>

<p>By the end of Year 1, disadvantaged pupils achieve in line with their national counterparts in Phonics Screening Check.</p> <p>By the end of KS1, disadvantaged pupils achieve in line with their national counterparts at EXS standard in Reading and Writing.</p>	<p>Systematic and robust phonics system that is taught consistently and effectively. (Read Write Inc)</p> <p>Staff CPD is effective and school invests in training for all staff.</p> <p>Parental engagement in Reading and Phonics shown by attendance at workshops and reading meetings for families.</p> <p>Reading links directly to teaching of phonics – children provided with texts that match their phonic knowledge.</p> <p>Phonics booster groups / interventions supports good progress in phonics.</p>
<p>By the end of EYFS, disadvantaged children achieve in line with non-disadvantaged pupils in terms of their personal skills and curriculum knowledge to enable them to succeed in KS1 and beyond.</p>	<p>EYS pupils are identified quickly (through assessment and observation) where they are falling behind. This allows immediate support to close gaps.</p>
<p>Across school, the emotional health and well being of all pupils is supported effectively through effective safeguarding practices and robust pastoral and SEND provision.</p>	<p>Pastoral care from the Designated Senior Mental Health Lead ensure that staff, children and families receive the help they need as soon as possible. This may be 1:1 or in small Cool Connections groups. The mental health first aider has time out of class to ensure children are supported.</p> <p>Advice for families around emotional health and wellbeing is shared on the school's website under the 'Emotionally Healthy Schools' tab. Parents are signposted to support on a range of subjects.</p> <p>Comprehensive SEND support and teaching practices ensure children get the help and support they need. Staff supporting SEND interventions have time out of class to ensure children are supported effectively.</p> <p>Forest School trained staff lead learning sessions in our unique 'forest'. This style of learning offers children (particularly the disadvantaged) the opportunity to learn in new</p>

ways, to embrace the natural world and to improve their wellbeing outdoors.

## Activity in This Academic Year

**Support is organised into three areas:**

### 1. Quality First Teaching

Quality First 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.

## Good Teaching – support for current academic year

Budgeted cost: £7 098

Activity	Evidence That Supports This Approach	Costs	Challenge Number
Phonics and Reading scheme training (ongoing CPD with RWI scheme, materials for teaching and learning).	EEF Toolkit Phonics Impact +5	£3000 resources	1, 2, 4
Staff CPD – English Lead's CPD to support teaching and learning back in school plus assessment of children		10 x half day release 10 x £120 = £1200	

CPD linked to metacognition and supporting the rehearsal and encoding of new learning into the long-term memory.	EEF Toolkit Metacognition and Self-regulation Impact +7	All staff training at INSET	5
Support disadvantaged children in their attainment and progress in Maths. Also target girls in Maths and SEND pupils. Investment in Power Maths to ensure all children have access to a mastery curriculum and developing reasoning and problem-solving skills. Purchase of homework APPS to support learning.	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  EEF Toolkit Mastery Learning Impact +5  EEF Toolkit Homework Impact +5	£700 Power Maths Resources  £833 Pearson / Power Maths subscription  £300 (TT Rock Stars and Numbots)  £180 (Spelling Shed)	2, 5
Support disadvantaged children in their attainment and progress in Writing. Also target SEN and boys in Writing. Writing moderation in school / CPD and cluster Writing training plus cover of classes.		Ready Steady Write Subscription £525  Release / cover of staff from EYFS, Y2 and Y6 to attend half day moderation £120 x 3 = £360	2

### Targeted academic support for current academic year

Budgeted cost: £11 604

Activity	Evidence to Support Approach	Cost	Challenge Number Addressed
Intervention work for targeted children and groups in Reading, Writing and Maths. Delivered by teachers and teaching assistants.	EEF Toolkit TA Interventions Impact +4	Writing intervention for pupils 2 x 30 mins per week 38hrs x £30 = £1140  Teach Maths in single year groups for ½ and 5/6 3 x 2hrs a week x 38 weeks =£5700	1, 5
Small group tuition after school based upon needs of pupils as a result of holding Pupil Progress Meetings	EEF Toolkit Small Group Tuition Impact +4	Y6 Maths Boosters	4, 5
Mental Health Lead			
Expert advice and support from SENDCo		Cost of SendCo 1.5hrs x 40 weeks x £30 = £1800	4
To support disadvantaged pupils in their Reading progress – 1:1 fast track  Also target SEN with their reading attainment.	EEF Toolkit 1:1 support Impact +5	Cost of Fast Track delivery 38 weeks x 6 hours x £13 = £2964 TA support	1, 2, 5

### Wider strategies for current academic year

Budgeted costs: £12 012

Activity	Evidence That Supports Approach	Cost	Challenge Number Addressed
Payment towards costs of educational visits for disadvantaged pupils.		£1500	3,5
Forest School resources and building of permanent outdoor shelter / classroom		£300	3, 5
<p>Improve attendance and punctuality through support from EWO.</p> <p>Also, Breakfast Club costs targeting disadvantaged pupils.</p> <p>After School Club for disadvantaged pupils</p> <p>Purchasing uniform for disadvantaged pupils.</p> <p>Purchasing snacks for disadvantaged pupils.</p>	<p>Children need to be in school to learn. Working with families to build relationships will help children to attend</p>	<p>Support from LA – Education Welfare Officer £1426</p> <p>£1500</p> <p>£700</p> <p>£300</p> <p>£300</p>	3
<p>Improve the quality of social and emotional (SEL) learning through Myhappymind.</p> <p>SEL approaches will be embedded into routine education practices and supported by professional development and training for staff.</p>	<p>Evidence linking childhood social and emotional skills with improved outcomes at school and in later life.</p>	<p>Cost of MyHappyMind subscription £436</p> <p>DHT meetings / support 2 hours x 5 = £300</p>	3
<p>Ensure staff and pupil mental health and wellbeing is prioritised</p> <p>Training of mental health leads – plus cover of classes</p> <p>Training of children’s group of Mental Health Champions</p> <p>Staff training / CPD on mental health</p>		<p>ELSA training and 5 days cover £1200 training + £400 cover costs</p> <p>1 afternoon a week for mental health lead £3000 per year</p>	3



		mELSA training for SENDCo to support LAC / Post LAC children Training is free but cover needs to be paid 5 days $5 \times \text{£}150 = \text{£}650$	

## Part B: Review of the outcomes of the previous year

### KS2

- Increased progress in Reading from -2.9 to **-0.1** (2022 most up to date data)
- Increased progress in Writing from -4.6 to **2.5** (2022 most up to date data)
- Increased progress in Maths from -3 to **-0.7** (2022 most up to date data)
- **80%** disadvantaged children achieved EXS standard in Writing in 2024 (compared to 58% of non-disadvantaged children)
- **80%** disadvantaged children achieved EXS standard in Reading in 2024 (compared to 67% of non-disadvantaged children)
- **80%** disadvantaged children achieved EXS standard in Maths in 2024 (compared to 50% of non-disadvantaged children)

### KS1

- **100%** of disadvantaged children achieved expected progress in Reading and Writing in 2024