



Stapeley Broad Lane CE Primary School

Pupil premium strategy statement

2024/25

This statement details our school's use of pupil premium 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	Stapeley Broad Lane CE Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	3.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Body on 17 October 2024
Pupil premium lead	Jen Holden
Governor / Trustee lead	Sarah Renshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7,400

Part A: Pupil premium strategy plan

Statement of intent

We intend that all pupils, irrespective of the challenges they face, make good progress and achieve highly across all subjects; are passionate and resilient when faced with challenges and are able to work and play successfully alongside their peers.

The focus of our Pupil Premium Strategy is to support those pupils eligible for this funding to attain as highly as possible and for their progress across the school to be as strong as possible.

Within this, it is our aim that all pupils are confident in themselves and are well prepared for the demands of further education and study.

Our Pupil Premium Grant funding is typically allocated to a small, directed number of initiatives to ensure pupils reach their full potential, both academically and socially.

Spent On	Aim
Teaching Assistant time	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school and to support their progress and achievement
Training	To provide whole school, or individual, professional development to improve awareness of pupils' conditions/difficulties and what provision school can provide to support them.
Booster Sessions	To help children reach their full potential in literacy and numeracy
Funding visits/clubs	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. With few pupils, it is difficult to identify general challenges as each pupil presents with their own individual barriers to learning.

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours e.g lack of independence or resilience.
2	Social and emotional skills, self-confidence and esteem can be less well developed in our disadvantaged pupils
3	A proportion of disadvantaged pupils are also SEND , so their academic, social and emotional needs are behind age-related expectations.
4	Financial pressures can result in a lack of first-hand experiences beyond the classroom and in wider school provision, including residential visits and after-school clubs.

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
To achieve and sustain improved learning behaviours, social and emotional skills through the promotion of self-confidence and esteem.	Pupils participate in any of a number of social, emotional or resilience-based groups to develop a greater understanding of social cues, the traits of strong friendships and the resilience to cope when challenges appear to be too great.
Enable disadvantaged pupils who are also on the SEND register to close the gap through accelerated progress and tailored support for identified needs.	Pupils have more opportunities to meet targets in SEND support plans and are able to demonstrate better/stronger recall, knowledge and understanding.
Financial support is offered to enable all disadvantaged pupils to participate in class residential visits, music lessons and/or after-school clubs.	All pupils who wish to attend have the opportunity to participate in their class' residential visit, boosting self-esteem and social skills. Those participating in sports clubs or music lessons gain value and confidence through their progress and development.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant time across the school to provide greater opportunities for interventions, assessment for learning and feedback.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit – Feedback/Teaching Assistant Intervention</p> <p>Key findings - Feedback</p> <ol style="list-style-type: none"> 1. Providing feedback (+6 months) is a well-evidenced approach and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and sometime after learning. 3. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. 4. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. <p>Key Findings – Teacher Assistant Interventions</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes. 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (+4 months). 3. Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out of class. 	<p>1, 2, 3, 4</p>
<p>ELSA trained Teaching Assistants to support the emotional literacy of pupils</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit - Social and Emotional</p> <p>Key Findings – Social and Emotional Learning</p> <ol style="list-style-type: none"> 1. Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 	<p>1, 3, 4</p>

	<p>3. Targeted approaches to SEL learning seem to have greater impacts on average.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to enable pupils to participate in residential visits	<p>Education Endowment Foundation Pupil Premium Guide</p> <p>The Education Endowment Foundation Pupil Premium Guide suggests that a range of wider approaches, which may not be measured through pupils' academic attainment or progress are equally important in the tiered model of delivery.</p> <p>We believe that addressing the financial stresses faced by some of our families by supporting pupils' attendance on residential visits and their access to the internet for homework and remote learning are key to the self-esteem and confidence of our pupils.</p> <p>Evidence of the success of this strand is seen in the presentation and confidence of pupils.</p>	1, 3, 4, 5
Financial support to boost pupils' engagement with after-school sports clubs and music lessons		1,2 3, 4, 5
Group resilience-based programme (Mental Health First Aid)		1,2,5
Whole school programme 'My Happy Mind' supports and raise awareness of resilience and self-help strategies.		1,3,4

Total budgeted cost: £ 7,400

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.

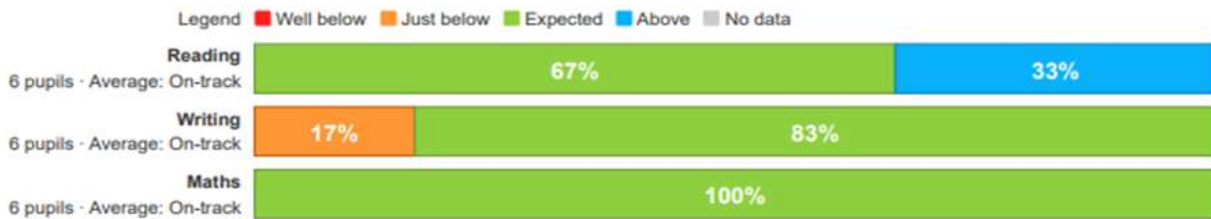
Pupils who are eligible for the Pupil Premium grant made good progress from starting points. They received appropriate support to promote their social, emotional and mental health, through individual and small group interventions with trained Teaching Assistants. Pupils were also fully included in residential visits, where the cost of this might otherwise have meant they were unable to participate.

Almost 25% of our pupils eligible for PPG were also on our SEND register. Pupils who didn't also have special educational needs attain well, broadly in line with other pupils in school. The support and additional interventions for these pupils had a very positive effect on both their progress and attainment.

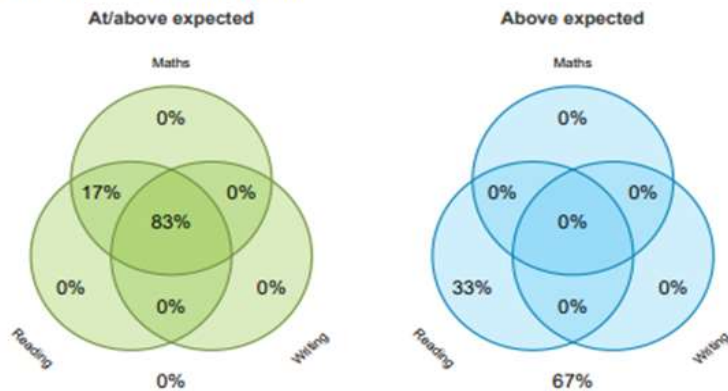
Those pupils eligible for PPG and on our SEND register also made effective progress from their starting points with the vast majority of pupils working at or just below age-related expectations.

Pupil progress meetings were held termly with SLT and the CT. HLTA / TA support has been distributed to the classes, identifying those with the most need, after identifying those who required 1-1 cover or hours supported through EHCP. Recovery funding was utilised for 'in-house tutoring' in the spring and summer term.

Attainment Overview for Pupils who are pupil premium, with No SEN - 2023-2024 Summer 2 - Main Assessment



Combined attainment



Attainment Overview for Pupils who are pupil premium, with SEN Support or EHC Plan - 2023-2024 Summer 2 - Main Assessment

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Combined attainment

