



# Stonegate C of E Primary School

Station Road, Stonegate, East Sussex, TN5 7EN

Headteacher: Mr Jonathan Elms

**Love of Learning for Life**

I came to give life — life in all its fullness. John 10:10



## **Stonegate CE School Pupil Premium Report 2021 - 2022**

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils. This report evidences the effect that last year's spending of pupil premium had within our school.

The report also highlights our pupil premium strategy for 2022 - 2023, and how we intend to spend the funding in this academic year.

### **School overview**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	7%
Academic year	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Pupil premium lead	Jonathan Elms
Governor / Trustee lead	James Turner

### **Funding overview for 2022 - 2023**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£8310
Recovery premium funding allocation this academic year	£1568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,878

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant in a way they think will best support the raising of the attainment and achievement for these children. More information is available on the Department for Education website.

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At Stonegate we are determined to give every child access to high quality teaching to enable them to reach their potential. For teachers to be able to give the most attention to the children in their care, we also believe that a high quality teaching assistant in every class is also essential. This combination of high quality teaching through a partnership in the classroom, has led to historically good National results at Stonegate; a trend we wish to continue.

## **Challenges**

We have identified the key challenges to achievement that we have identified among our disadvantaged pupils. Pupil Premium is used at Stonegate School to remove any barriers to learning which may exist. These include:

1. Supporting positive attitudes to learning and to raise self-esteem and positive social interactions.
2. Reducing any gaps in learning and progress which may occur (in relation to those not in receipt of Pupil Premium) due to a child being disadvantaged by being in receipt of Pupil Premium. The school has identified these gaps in the areas of speech and language, phonics and reading.
3. Providing additional support to the high proportion of Stonegate Pupil Premium children who are also SEN.
4. Developing a curriculum which can be fully accessed by those children who are in receipt of Pupil Premium. By seeking opportunities for this group of children to make links in their learning, a greater level of engagement and progress can be attained.

## **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: £8,595**

<b>Activity</b>	<b>Action to meet / What would be success?</b>	<b>Challenge number(s) addressed</b>
Liz Rae Consultancy	<b>High quality first teaching.</b> Further development of the learning environment and CPD for all staff (3 teachers are new to post in September 2022) on questioning and outdoor learning. Developing the use of Blooms and Solo Taxonomy.	<b>2</b> <b>4</b>
Curriculum enrichment planning.		<b>Evidence that supports this approach</b>
£1,000	Support with curriculum enrichment and the principles of quality feedback and outdoor learning. This will include the use of continuous provision in Year ½.  Development of the principles for 'A love of Reading' and accurate baseline line analysis for this group of pupils to target intervention and quality first teaching.	Research has identified feedback as the most cost effective way of improving progress. EEF suggests an 8+ month improvement.

<p>CPD and allocated hours for TA to support Speech and Language, reading and Phonics for pupils in KS1 / KS2.</p> <p>Employment of an external specialist to support the school with identification and resources.</p> <p>£6,695 £900</p>	<p><b>Raise phonetical awareness and confidence and support with early reading.</b></p> <p><b>Target identified children with reading catch up and support with gaps in phonetical understanding.</b></p> <p>Using TA specialism from CPD to support with daily intervention sessions to develop phonics, sounds and blends through precision teaching and specific games.</p> <p>Daily reading sessions and phonic catch up sessions are led by a trained and experienced member of the TA team.</p> <p>Skills and confidence for comprehension and word recall increase as part of targeted intervention sessions.</p> <p>Early identification means that any gaps in attainment caused by Speech and Language is reduced. Specific planning and targeted strategies address gaps, which are then closed rapidly.</p>	<p><b>Challenge number(s) addressed</b></p>
		<p><b>1</b> <b>2</b> <b>3</b></p>
		<p><b>Evidence that supports this approach</b></p>
		<p>Research shows smaller teaching groups within the class have an impact on progress; EEF shows a 3+ month improvement.</p>

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

**Budgeted cost: £1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted individual and family support in the work of 'Neuro Ninjas' to develop resilience and strategies to support anxiety.</p> <p>£1,500</p>	<p><b>Raise confidence across the curriculum</b></p> <p>Using external specialism to support with the learning strategies for identified pupils.</p> <p>Support with wellbeing and being healthy.</p> <p>Developing emotional intelligences to increase educational risk taking and reduce fear of failure.</p> <p>Supporting families and encouraging networking to develop strategies</p>	<p><b>1</b> <b>4</b></p>
		<p><b>Evidence that supports this approach</b></p>
		<p>Research has shown that metacognition and self-regulation improve progress. EEF suggests +8 month improvement.</p>

**Total budgeted cost: £10,095** (additional funding will be allocated from school budget)

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

### Funding overview

Detail	Amount
Pupil premium funding allocation for 2021 -2022	£6,725
Recovery premium funding allocation for 2021 - 2022	£3,406
Pupil premium funding carried forward from previous years	£2,145
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,276

### Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year was that in Reading, Writing and Maths disadvantaged pupils attained in line with our expected yearly progress.

Progress data from End of Term 1 Baseline

End of Year 2022

Due to low number of children in year groups, this progress data has been accumulated from the whole school group.

	Whole school	Boys	Girls	SEN	Disadvantaged	Higher Ability
Number of chn (Yrs. 1-6)	87	37	50	27	6	13
Reading	1.26	1.25	1.27	1.16	1.02	1.38
Writing	1.23	1.14	1.32	0.92	1.09	1.19
Maths	0.82	0.72	0.92	0.63	1.05	0.89

\* Maths works on a slightly different system – progress is significantly seen when units are repeated – due to gaps caused by the pandemic – greater time were spent on all 9 units of the curriculum and this reduced time for repetition of units.\*

Usual expected progress from Term 1 baseline –  $4 \times 0.30 = 1.20$

Milestone progress for 2020 - 2022 (Progress made over 2 years)

Expected Progress over 2 years – 2.40 - 3.00 (0.30 progress per term – minus term 1 baselines)

All Children

	End of Milestone 1 Year 2 (12 children) (5 SEN)	End of Milestone 2 Year 4 (15 children) (4 SEN)	End of Milestone 3 Year 6 (19 children) (4 SEN)
Reading	3.71 (0.74 – 4.45)	3.21 (0.82 – 4.03)	3.40 (0.98 – 4.38)
Writing	3.39 (0.63 – 4.02)	3.06 (0.69 – 3.75)	3.59 (0.77 – 4.36)
Maths	3.39 (0.67 – 4.06)	3.24 (0.70 – 3.94)	3.82 (0.74 – 4.56)

Accelerated progress is shown in all 3 subjects over the 2 year milestone period.

Baseline assessment a Gap Analysis was taken following the pandemic period and this was used to focus learning.

SEN Children

	End of Milestone 1 Year 2 (5 SEN)	End of Milestone 2 Year 4 (4 SEN)	End of Milestone 3 Year 6 (4 SEN)
Reading	3.21 (0.42 – 3.63)	2.82 (0.68 – 3.50)	2.65 (0.66 – 3.31)
Writing	2.86 (0.34 – 3.20)	2.74 (0.62 – 3.36)	3.04 (0.44 – 3.48)
Maths	3.17 (0.42 – 3.59)	2.80 (0.56 – 3.36)	2.82 (0.50 – 3.32)

Expected or accelerated progress is shown for this group in all 3 subjects over the 2 year milestone period.

Successful employment of intervention strategies for these classes – employment of additional additions to support all children. Clear understanding of starting points have supported the filling of gaps in understanding.

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The progress of the children over the 2 year period of the milestone following the pandemic, was expected or better for all children. Reading, writing and maths were all above the 2.40 - 3.00 points progress expected during the milestone, this was due to a clear baseline being established and a high quality programme of first teaching (and intervention) being employed. The progress of children with SEN was also above 2.40 in all 3 subjects – the children in this group all started from a lower start point following the pandemic and required reconciliation from the previous milestone objections before embarking on their 2 year programme.

### **Specific Items**

<b>Item</b>	<b>Commitment from Pupil Premium Allocation</b>	<b>Commentary on progress and effectiveness</b>
Liz Rae Consultancy	<b>£2,451.96</b> <b>Class teacher support and planning</b>  (Including additional learning resources)	Observations and book looks highlighted improvements in first teaching and teacher's confidence. Learning outside the classroom has been further extended and used to reinforce learning and add concrete experiences.  Planning has been shown to be more coherent and that greater links and golden threads are used allow all children and those in receipt of PP to make progress across all areas of the curriculum. Learning Journey books for all children demonstrate sequencing and skill application.
Additional TA hours to support Speech and Language for pupils in EYFS and KS1  Employment of an external specialist in Speech and Language.	<b>£2,232</b> <b>Speech + Lang – 1 day per week.</b>  <b>£900</b>	The reading and phonetical attainment for the identified pupils improved and was in line, or better, of that then their peers. Gap to ARE closed.  Progress in reading and writing was stronger than that of previous years. This was especially seen in Key Stage 1 were the early identification of, and the introduction of a programme for, Speech and Language supported pupils to make progress.  This also enable parents to work in partnership with the school and support their child at home.
Additional TA hours to pre-teach writing and support the development of reading.  Focussed support for children in Year 2 & 6	<b>£5,920</b>	2 days a week support by a specialist TA provided children in Year 2 and Year 6 an opportunity to re edit writing and pre-teach and catch up with grammatical understanding. As part of this support children were identified and targeted to become daily readers and as a result of this comprehension strategies were developed.  Outcomes for children in Year 2 and Year 6 were in line or above expected progress measures for Milestone 2 – 2.40 – 3.00. Year 6 SATs outcomes and progress were strong.

To support the involvement of school visits and improve access to the curriculum.	<p><b>£450</b></p> <p>Equipment - £450</p> <p>(£300 to be carried forward from visits)</p>	<p>The school ensured that a full extra-curricular programme was available all year. SENCO monitored the attendance of all groups of children – attendance was very high.</p> <p>All children had full access to educational visits during the academic year.</p>
Targeted individual and family support in the work of 'Neuro Ninjas' to develop resilience and strategies to support anxiety.	<p><b>£500</b></p>	<p>Weekly webinar sessions have provided children with strategies to reduce anxiety, build learning capacity and develop resilience.</p> <p>Children and their families have been encouraged to build the '12 Rocks of Wellbeing' into their lives. Materials are found on each Newsletter.</p> <p>When required, identified children have been supported 1:1 by the Neuro Ninja Team. Pupil voice and outcomes have shown that this process has positively supported the children. Progress for these pupils increased following support.</p>
Total Spend	<p><b>£12,453.96</b></p>	

**Jonathan Elms – Headteacher**  
**July 2022**