



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 2022 - 2023

This statement details our school's use of pupil premium 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 2023 - 2024, and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	7%
Academic year	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Pupil premium lead	Jonathan Elms
Governor / Trustee lead	James Turner

Part A: Review of outcomes in the previous academic year 2022 - 2023

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8310
Recovery premium funding allocation this academic year	£1568
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£9,878

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2022 to 2023 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 2022 - 2023

	Whole school	Boys	Girls	SEN	Disadvantaged	Higher Ability
Number of chn (Yrs. 1-6)	79	34	35	20	7	13
Reading	1.25	1.14	1.36	1.03	0.96	1.49
Writing	1.20	1.14	1.26	0.92	0.99	1.75
Maths	0.34	0.41	0.27	0.63	0.21	0.41

Usual expected progress from Term 1 baseline – $4 \times 0.25 = 1.00$

* Maths works on a slightly different system – progress shown is that made when units have been repeated – baseline figures have been in line with expected outcomes. *

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Specific Items

Item	Commitment from Pupil Premium Allocation	Commentary on progress and effectiveness
Liz Rae Consultancy	<p>£1,000 Class teacher support and planning</p> <p>(Including additional learning resources)</p>	<p>Observations and book look activities 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.</p> <p>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.</p>
<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 in Speech and Language.</p>	<p>£6,695</p> <p>£783</p> <p>£900</p>	<p>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.</p> <p>The inclusion of the Little Wandle Phonics programme was seen as effective, consistent and purposeful in the school's Ofsted Inspection.</p> <p>Additional books were purchased for the pupils in KS2 who were still on the Collins Big Cat Phonics reading scheme</p> <p>Progress in reading and writing was in line with that of previous years. This was especially seen in Key Stage 1 where the early identification of, and the introduction of a programme for, Speech and Language supported pupils to make progress.</p> <p>This raised the quality of materials and the confidence of early intervention for speech and language. Clear Target setting provided staff with measurable targets and objectives.</p> <p>This also enable parents to work in partnership with the school and support their child at home.</p>
Targeted individual and family support in the work of 'Neuro Ninjas' to develop resilience and strategies to support anxiety.	£500	<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	£9,878	

Part B: Pupil premium strategy plan – 2023 – 2024

Funding overview for 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£12,715
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	£12,715

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.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

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.

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

Budgeted cost: £1,500

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,595

Activity	Action to meet / What would be success?	Challenge number(s) addressed
Purchase of the Kapow Curriculum Providing additional opportunities for Metacognition, self-regulation and feedback £924	Supporting all classes with high quality first teaching. Support with curriculum enrichment and the principles of quality feedback and outdoor learning.	2 4
	Kapow will support learners by: <ul style="list-style-type: none"> • Knowledge-rich and builds skills - Lesson plans deepen pupil knowledge and extend vocabulary. Includes varied and enjoyable recap and retrieval opportunities • Subject planning - Carefully sequenced, cohesive curriculum with a clear rationale created by specialists with guidance for subject leaders • Diverse and inclusive resources - Videos, interactive presentations, knowledge organisers, songs, quizzes, assessment materials and more 	Evidence that supports this approach
	This will enable increased time to support individual pupils with concise feedback to improve and provide them with learning skills to make progress throughout the wider curriculum.	Research has identified feedback as one of the most cost-effective ways of improving progress. EEF suggests a 6+ month improvement. This will be further supported by Metacognition and self-regulation strategies. EEF suggests a 7+ month improvement.

Teaching continued (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and allocated hours for TA to support Speech and Language, reading and Phonics for pupils in KS1 / KS2.</p> <p>£8,500</p>	<p>Raise phonetical awareness and confidence and support with early reading.</p> <p>Target identified children with reading catch up and support with gaps in phonetical understanding.</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 reading comprehension and word recall increase as part of targeted intervention sessions.</p> <p>Provision co-ordinated, overseen and where required modelled by an Assistant SENCO employed for 2023 – 2024 school year.</p>	<p>1</p> <p>2</p> <p>3</p>
		<p>Evidence that supports this approach</p>
		<p>Research shows Oral language interventions in groups and within the whole class has an impact on progress; EEF shows a 6+ month improvement.</p> <p>Research shows Teaching Assistant interventions have an impact on progress; EEF shows a 4+ month improvement.</p> <p>Research shows Reading Comprehension interventions in groups and within the whole class has an impact on progress; EEF shows a 6+ month improvement.</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an external speech and language specialist to support the school with identification, resources and the delivery of instruction to identified pupils.</p> <p>£1,960</p>	<p>Early identification means that any gaps in attainment caused by Speech and Language is reduced.</p> <p>Specific planning and targeted strategies address gaps, which are then closed rapidly.</p> <p>Skills and confidence for comprehension and word recall increase as part of targeted intervention sessions.</p>	<p>1</p> <p>2</p> <p>3</p>
		<p>Evidence that supports this approach</p>
		<p>Research shows one to one tuition will have an impact on progress; EEF shows a 5+ month improvement.</p>

Total budgeted cost: £12,884 (additional funding will be allocated from school budget)

Jonathan Elms – Headteacher
July 2023