



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Stroud Valley Community Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	32% 81 pupils
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	February 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Christine Minett
Pupil premium lead	Sarah Heague
Governor / Trustee lead	Christine Minett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,000
Recovery premium funding allocation this academic year- CATCH UP?	£4,422
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,422</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional to main school funding and is allocated to schools to help them tackle disadvantage and address inequalities for socially disadvantaged pupils.

At Stroud Valley Community Primary School we recognise that children face many barriers to their learning. Our vision of "children at the heart of everything we do" means we prioritise the well-being and learning of all pupils, ensuring that barriers are effectively and efficiently removed so that all children make good progress.

We have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we deploy a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers. This is predominantly in areas of English (reading, phonics, writing) and maths. We also employ a pastoral lead in school who is available to all children to help them to manage and organise their feelings and emotions which, after the two years of disrupted learning and fractured social interaction for some children, is crucial to their success in accessing their full educational entitlement.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

Our current pupil premium strategy plan works to scaffold the skills and knowledge that our children need to be able to use in order to access their current teaching. The majority of this is through catch up tuition that we offer for all pupils in need of this, funded by the pupil premium recovery allocation and the recovery premium funding.

We have 5 members of staff who deliver the catch-up programme after the loss of learning during the COVID pandemic who deliver quality catch up provision for these children. Some of the children in need of catch up are pupils in receipt of the pupil premium; others are not but are receiving catch up tuition as funded by the recovery premium. The children receive timely, weekly interventions, in groups no larger than 3, in areas identified by the class teacher and SLT as being priority areas for catch up.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	A broad range of family issues: financial issues; relationship issues; substance abuse, domestic violence, poor mental health, bereavement and wider family issues affect a proportion of children in receipt of pupil premium funding.
3	Low oral language skills in EYFS & Year 1.
4	Some pupils in receipt of PP funding, show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self- motivation and confidence to improve.
5	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.

## 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
1. The gap is narrowed in the progress and attainment of children in receipt of pupil premium funding compared with those that are not.	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards.  Pupils receive high quality, regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.  Additional intervention sessions take place daily to ensure that pupils 'keep-up' and don't need to 'catch-up'. These groups focus on gaps in learning.

	<p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>COVID catch-up funding has been strategically used so that teachers (the most highly trained practitioners, who have knowledge of their pupils) can facilitate catch-up intervention/tuition.</p>
<p>1 Increased knowledge of grammar, vocabulary and spelling/phonics shown both in supported and independent writing.</p>	<p>Children are able to apply knowledge of grammar, vocabulary and spelling within their writing and this is reflected in their half-termly teacher assessments. Phonics interventions in KS2 address needs of children in terms of reading and spelling.</p>
<p>1 &amp; 4 Staff are aware of the needs of the children within their class and are adapting their lessons to ensure that they are making progress.</p>	<p>Class teachers and support staff support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Teachers TA's and children use the 'successful learning' approach.</p>
<p>2 Families are supported financially to ensure equality of access.</p>	<p>Educational Visits and After school provision</p> <p>The school will subsidise the cost of residential and afterschool clubs/ trips during the course of the academic year for any pupil in receipt of the Pupil Premium and in need to ensure equality of access.</p> <p>The school will support vulnerable families with ICT equipment, a laptop or ipad to ensure equality of access to families with financial burdens.</p>

<p>2 Children &amp; their families are supported through particular challenges that have a direct impact on their children's wellbeing and therefore capacity to learn.</p>	<p>Full time pastoral lead – Mrs Yeomans works alongside children &amp; families. TA's supporting children – both academic and social needs identifies by pupil premium matrix. Successful learning approach</p>
<p>3 To develop and increase the vocabulary levels of children in EYFS in Y1.</p>	<p>The children who have had speech and language therapy during the year are able to use the skills taught and apply them in every day contexts with the built-in support of their class teaching assistant and teacher.</p>
<p>4 To improve the self-esteem and confidence of children so that they can access social situations with confidence and view new learning concepts as a healthy challenge.</p>	<p>Reduced incidents logged on CPOMs involving inappropriate play or difficulties the children are having with their learning. Successful learners displays – language of successful learners is used by all.</p>
<p>5 Attendance for PP pupils is closer aligned with that of other pupils.</p>	<p>The attendance of PP learners meets the school target of 2% difference compared with the whole school percentage. PP Leads regular meeting with the Attendance Officer results in pupils receiving the support they need to improve their attendance. Individual PP rates of attendance improve.</p>

## 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: £ 69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Leadership and Management 1/5 of salary)	<p>Deputy Head Teacher to be focused on monitoring and assessing needs of the PP group:</p> <p>Leadership with direct responsibility provides focused assessment and evaluation in order to ensure that children get the right support they require.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Annualreports/EEF_Attainment_Gap_Report_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Annualreports/EEF_Attainment_Gap_Report_2018.pdf</a></p>	1-5
TA – working alongside children	<p>Teaching assistants deliver focused interventions based on knowledge of needs of children and assessment data.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p>	1,2,3
Early talk books and talk boost delivered weekly to work with children in EYFS and Y1 to support children with language delay.	<p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation. <b>EEF – Supporting oral language development (27 October 2021)</b></p>	1,3
Supporting Vulnerable pupils	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. ‘</p> <p>Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>Where quality first teaching is not prioritised any negative impact disproportionately affects disadvantaged children. Our own data analysis shows that within the disadvantaged group those who have a special educational benefit the most from high quality first teaching.</p> <p>Data analysis showed a need to focus on the achievement of disadvantaged children in reading– this cannot just be through intervention. Teachers are modelling this behaviour when they are ‘thinking out loud.’ Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation</p>	1,4

	and are being encouraged to be independent by all staff. Scrutiny of behaviour data has led to targeted support for specific pupils.	
Use of and subject leader CPD for 'Grammarsaurus', And non negotiable bookmarks use in English lessons.	Grammarsaurus using a multi-sensor approach to learning and remembering key facts and the skill of applying grammar within writing. Effective writers use a number of strategies to support each component of the writing process.  The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility. <b>EEF (April 2017)</b>	1,4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tuition, delivered by members of school SLT to small groups of children for English and maths.	The Education Endowment Foundation evidence indicates that groups of 3–5 is most effective for collaborative and smaller group learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. EEF states that catch up is +5 months in maths and +3 months in English at Primary age, whereas in one to one tuition, this is +6 months on average at Primary age EEF Teaching and Learning toolkit November 2021	1,4

<p>Teaching Assistants &amp; teachers (upleveling time) to support pupil progress through targeted intervention in Phonics, Reading (Each class half an hour after lunch) and Maths.</p>	<p>Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p> <p>1:1 tuition in intensive small groups is very effective in helping learners to 'diminish the difference'</p> <p>Allows effective feedback.</p> <p>Short periods of intensive sessions tend to have the most impact.</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	<p>1</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £12,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Support Worker to provide specific emotional support for children and their families, in order to ensure that every pupil achieves their potential through the provision of targeted support, signposting to services and interventions.</p> <p>cost</p>	<p>Neuroscience, Child Development &amp; Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met.</p> <p>Research shows pastoral care is inextricably linked with teaching and learning and the structural organisation of the school.</p> <p>Pastoral care promotes students' personal and Social and Emotional Education in Primary School.</p> <p>Improved levels of Social and Emotional development lead to stronger academic outcomes.</p> <p>Smoother transitions into school, family Support, home visits and providing transportation should lead to a rise in pupil attendance rates</p> <p>Pedagogical research through the EEF and other sources closely link the development of essential skills to academic performance and wellbeing. Initiatives chosen to link to EEF toolkit effective approaches: Social and emotional learning (+4 months)</p>	<p>2,5</p>
<p>Positive handling</p>	<p>Case studies of pre-preparatory and junior schools shows increased emotional resilience, fewer outbursts from children</p> <p>Schools that have adopted the Team Teach approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results.</p> <p>Trained staff apply de-escalation techniques to support children when situations occur.</p>	<p>2</p>
<p>HT &amp; DHT monitors and support PP attendance</p>	<p><a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a></p> <p>Increased rates of attendance lead to greater rates of academic performance.</p> <p>Smoother transition into school will ensure basic and emotional needs are met so children are able to access learning.</p> <p>Smoother transitions into school, family support, home visits and providing transportation should lead to a rise in pupil attendance rates</p>	<p>5</p>

<p>Educational Visits and Before school and After school provision</p> <p>The school are to subsidise the cost of Residential and afterschool clubs/ trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access.</p>	<p>Funding for children in vulnerable groups ensures there is no financial barrier and equality of opportunity for all.</p> <p>The findings from the EEF suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. It suggests that the educational impact of attending a breakfast club is improved outcomes for disadvantaged pupils by +2 months - <b>EEF Magic Breakfasts research results (December 2019)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning/</a></p> <p>Play therapy in place for children with specific broad issues that form a barrier to their wellbeing and ability to thrive.</p> <p>Small groups of children are offered free tuned instrument lessons throughout their time in KS2 delivered by a music teacher.</p>	2
<p>Resourcing of Pastoral intervention – pets ‘the Hub’</p>	<p>Smoother transitions into school, family support, home visits and providing transportation should lead to a rise in pupil attendance rates</p> <p>Smoother transition into school will ensure basic and emotional needs are met so children are able to access learning.</p> <p>Research shows that children’s learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community.</p> <p>Neuroscience, Child Development &amp; Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met.</p> <p>There are many reports and research to show the impact of pets and animals on stress levels, blood pressure and anxiety.</p> <p><a href="https://petsastherapy.org/research/how-therapy-animals-reduce-stress/">https://petsastherapy.org/research/how-therapy-animals-reduce-stress/</a></p>	2
<p>Increase Parental Engagement</p>	<p>Parents encouraged into school through a range of parent sessions, through coffee/tea mornings.</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2

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

### **Pupil premium strategy outcomes**

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Other pupil evaluations undertaken during the 2020 to 2021 academic year were standardised teacher administered and have informed the actions and direction of support for disadvantaged children

