

Pupil Premium Strategy Statement – William Stukeley

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	314
Proportion (%) of Pupil Premium eligible pupils	27%
Academic year/years that our current Pupil Premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Peter Bellamy, Executive Headteacher
Pupil Premium Lead	Peter Bellamy, Executive Headteacher
Governor / Trustee Lead	Mary Dack, Governor

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£122,840
Pupil Premium funding carried forward from previous years	£260
Total budget for this academic year	£123,100

Part A: Pupil Premium Strategy Plan

Statement of Intent

Vision Statement

In our inclusive and happy school, we make sure everyone feels welcomed, valued and valuable. Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community. Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.

Statement of Intent

Our 'Ultimate Objectives':

We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. The staff and governors at William Stukeley Primary School embrace the responsibility for 'socially disadvantaged' pupils and are committed to meeting all their needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills to help them continue to hold an inner desire to be the 'best they can be' to 'Dream it. Learn it. Be it.'

Objectives for our disadvantaged pupils include:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils can read fluently and with good understanding
- Develop confidence in their ability to communicate effectively, in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of experiences to develop their knowledge and understanding of the world
- To support families, beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and professional discussions indicate that attainment and, in some cohorts, progress of PP pupils falls behind that of our non-PP pupils in school. At times, support is needed to scaffold learning for lower ability children, within lessons
2	Our assessments have identified that children have low phonics ability on entry and low reading comprehension skills in Key Stage Two
3	Our assessments, observations and professional discussions indicate that a number of PP pupils are also on the SEND register. In some cases, their needs can affect their attainment and progress.
4	Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some pupils. These include a lack of confidence compared to many others in school; this has an impact on mental and emotional wellbeing.
5	Our monitoring of attendance data indicates that a number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. This reduces their school hours and causes them to fall behind.
6	Our observations and discussions with staff, pupils, parents and teachers have identified social and economic barriers to children developing themselves in the arts and sport.

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
Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability.	At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate and are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths.
Increased confidence of Pupil Premium pupils within their class and around school. Increased involvement in wider school activities (including clubs) and responsibilities e.g. Student Council, Play Leaders, Sports	Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after-school activities and wider school activities, some taking on key roles in school.

Ambassadors, clubs and visits.	
Pupil Premium children make good or better progress	External tests data showing attainment progress, Disadvantaged children make good or better progress.
Parents to be engaged more in their child's learning and to have a better understanding of how they can support at home	Increased parental engagement in, and attendance for school events Increased attendance for disadvantaged children
Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.	All Pupil Premium pupils attend school well. Improve overall PP attendance to be in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.
Ensure that Pupils Premium children are provided with strategies and, if required additional support, to promote positive social, emotional and mental wellbeing.	Pupil Premium are provided with a range of collective and individual strategies to help them build their confidence, resilience and emotional literacy.
Increase the amount of collaborative learning through outdoor adventure activities	Children have more opportunities to access outdoor learning and take part in collaborative learning opportunities
A lot of the children do not get the opportunity to attend high quality sports and arts clubs outside of their schooling.	Children have the opportunity to take part in high quality provision across the PE and Arts sectors. (In school lessons and before and after school clubs)

Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£56,243**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high quality Teaching and Learning strategies and	Metacognition and self-regulation EEF	1,2,3

<p>teaching 'Walk Thru' strategies. Staff release and training costs.</p>	<p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>Rosenshine's Principles in Action. Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry- Based Teaching. Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006.</p> <p>Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion.</p> <p>Impact Issue 8 Spring 2020 Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan</p> <p>The Reading Teacher, 64(2) pp84-95 Cognitive load theory, learning difficulty and instructional design.</p>	
<p>Investment in a high level of teaching assistant support throughout the school to ensure high quality interventions can take place</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	<p>1,2,3</p>
<p>Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school, including investment in training for teaching assistants and specific leadership days.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</p>	<p>1,2,3</p>
<p>Additional TA employed to support early language development</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who</p>	<p>1,2,3</p>

	<p>participate in oral language interventions make approximately five months' additional progress over the course of a year. Additional TA employed in KS1 to support early language development and PSED. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Communication and language approaches EEF</p> <p>Oral language interventions EEF</p>	
Continued investment in RWInc resources to ensure appropriate provision is available to all pupils, especially PP, thus maximising progress.	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>The Reading Framework July 2021 https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</p> <p>The Reading Framework July 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	2
Continued investment in improving social and emotional provision through CPD. This includes selected TAs completing ELSA training and implementing provision with PP children, to support their emotional development and consequently, academic achievement.	<p>EEF - Improving Social and Emotional Learning in Primary Schools</p> <p>Yes, I Can”: the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions Roberta Fida, Marinella Paciello, Carlo Tramontano Claudio Barbaranelli, Maria Luisa Farnese</p>	4

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

Budgeted cost: **£49,443**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in-class support through Teaching Assistants. This will ensure that children get additional feedback and 'in the moment'	More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve	1,2,3

interventions to progress their learning at an accelerated rate.	learning, if they are trained and deployed carefully. Making Best Use of Teaching Assistants EEF	
Additional staff in Reception (EYFS) to support disadvantaged children This will ensure that children get additional feedback and 'in the moment' interventions to progress their learning at an accelerated rate. They will support with identifying and working with children who need additional 'same day' phonics interventions.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families. EEF Early Years Interventions Making Best Use of Teaching Assistants EEF Phonics EEF	1,2,3
Purchase high quality texts to supplement the range of books in school to support children's understanding of diversity, character education and Protected Characteristics.	Life skills and enrichment EEF	1,2,3

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

Budgeted cost: **£17,414**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches, with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of 'good practice' as set out in the DfE's guidance on working together to improve school attendance . This will involve training and release-time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Contingency fund for acute issues.	Based on our experiences, and those of similar schools to ours, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Support families with purchasing uniform, school shoes, PE kits etc.	Ensuring PP children have the correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	4,6
Improve the outdoor environment to enhance the education opportunities. This give children more experiences during their break and lunch times and within PE and Forest School lessons.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. EE- Outdoor Adventure Learning	1,3,4,5,6
Funding visits and residential visits for PP children	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF.	4,6
Working with all stakeholders to appropriately monitor attendance, including PP pupils. Release time and cover to analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils.	Pupils with good attendance records generally achieve higher grades and enjoy school more. Regular school attendance patterns encourage the development of other responsible patterns of behaviour. The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3 times more likely to achieve the end of year expectation at Year 6, and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions.	5
PP pupils invited to attend Breakfast Club	The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils. This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils. It argued that breakfast clubs provide an opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of	4,5,6

	schools who took place in the trial believed that it had an overall positive impact. The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.	
Appointment of outside providers to provide longer and a wider variety of after school activities, e.g. Inspire+ Prioritisation of pupils selected for roles.	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	6

Total budgeted cost: £123,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's Pupil Premium pupils during the 2023/24 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Our Ofsted Inspection Report (April/May 2024) stated in its key findings that our school is: 'well-led'. 'Staff are proud to work at the school'. 'They feel well supported'. 'Governors know the school well'. 'They challenge and support leaders effectively'.

Throughout the 2023-24 academic year, the pupils in school have been assessed and monitored in a variety of ways which support their ongoing needs. Great care has been given to ensure that the children on the SEND register, disadvantaged pupils and PP children are identified and supported as needed.

Our observations and assessments demonstrated that pupil behaviour was positive last year, but challenges in relation to wellbeing and mental health remain. As a school, we are planning on introducing a layer of in-school support for the 24-25 academic year and will be providing two members of staff with 'drawing and talking' and ELSA training.

The attendance of Pupil Premium pupils at 91.5% is below that of the whole school. Attendance continues to be monitored rigorously, and school will continue to liaise closely with families in the 24/25 academic year to offer support.

KS2

In Year 6, 67% of the disadvantaged cohort achieved the expected standard in reading, writing & maths. The gap to non-disadvantaged pupils nationally has improved by 3.2% from -3.8% in 2022/23. Reading, writing & maths expected standard has increased by 4.2% from 62.5% in 2022/23, to 66.7% in 2023/24.

In reading, 67% of disadvantaged children achieved the expected standard. This is 13.0% lower than the national non-disadvantaged cohort at 79.7%.

In writing, 67% of disadvantaged children achieved the expected standard (6 pupils out of 9). Our school's gap to non-disadvantaged pupils nationally has improved by 4.0% from -14.9% in 2022/23, to -10.9% in 2023/24. Our disadvantaged cohort's writing expected standard has increased by 4.2% from 62.5% in 2022/23, to 66.7% in 2023/24.

In maths, 66.7% of disadvantaged children achieved the expected standard, (6 pupils out of 9).

Phonics:

58% of the school's Year 1 disadvantaged cohort achieved the expected standard in Phonics (7/12). This is 25.1% lower than the national non-disadvantaged cohort at 83%.

Gap to non-disadvantaged pupils nationally has improved by 7.1% from -32.2% in 2022/23, to -25.1% in 2023/24.

Year 1 disadvantaged cohort's Phonics Expected Standard has increased by 8.3% from 50.0% in 2022/23, to 58.3% in 2023/24.

A range of high-quality intervention and support is in place for the 24/25 academic year, including a new system for monitoring intervention and provision mapping, as well as additional RWI support to ensure the continued improvement in phonics outcomes in the future. Additional support will continue to be implemented for those children who did not meet the expected standard in phonics.

