



## Pupil premium strategy statement – Stanton St Quintin Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stanton St Quintin Primary School
Number of pupils in school	72 ( Not including Nursery )
Proportion (%) of pupil premium eligible pupils including Service Children	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Governing Body
Pupil premium lead	Karen Winterburn
Governor / Trustee lead	Wendy Goodswen

### Funding overview



Detail	Amount
Pupil premium funding allocation this academic year	£10,430
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,458
<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	£ 14,888



## Part A: Pupil premium strategy plan

### Statement of intent

At Stanton St Quintin Primary and Nursery School we are committed to providing the best possible education for each individual pupil.

We have high aspirations and expectations for all our pupils. We strive to overcome barriers to learning for pupils to give them the best possible chance of success. Pupil Premium funding is provided for children identified as disadvantaged by the government using FSM entitlement as an indicator. There is also funding allocated for those who are looked after (LAC) and for service pupils.

Our intent is to use the funding provided to ensure these pupils achieve their full potential.

Our key principles are:

- High expectations – providing a culture where all staff have high expectations of all children and give support to enable pupils to overcome individual barriers to learning giving them the best chance of achieving their full potential
- High Quality Teaching and Learning – we recognise that the biggest factor in high standards of attainment is high quality teaching
- Early Intervention – we aim to identify pupils in need and the barriers to their learning so that appropriate intervention can be provided quickly to help the child progress. Termly pupil progress meetings ensure that the progress of all pupils is evaluated.
- Wellbeing – we understand that some barriers to learning come from behaviour and emotional difficulties, low confidence and self-esteem and attendance or punctuality issues. We want all our pupils to be happy and confident and tailor our support to match the pupil's needs.

### Challenges

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



Challenge number	Detail of challenge
1	Special Educational Needs (EHCP plan or Wave 2 or 3 SEN)
2	Poor oral skills resulting from limited exposure to language models before and outside school..
3	Social, emotional, behavioural and mental health difficulties and having a direct impact on children's ability to learn
4	High mobility, unsettled family relationships, mental health issues (parents), relative poverty, individual examples of low attendance,.
5	Low levels of home support and access to remote learning during national lockdowns and school closure.

## 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 mental health and emotional stability of pupils leading to better engagement with learning.	Positive reports from external agencies, teaching Assistants, class teachers and parents, leading to improved attainment and progress of PP children.
Engagement of families with school and EWO to improve stability of home environment, attendance and home support of learning.	Improved attendance data for specific PP children.
Improved academic attainment and progress. Learning support through quality first teaching, targeted interventions and excellent SEN provision	PP pupils will continue to make good progress towards expected or greater depth outcomes across the school, measurable in assessments at all levels and ultimately in statutory assessments. When they leave us in Year 6 they will achieve in line with their peers as they have done in previous years.



Improved language skills of PP children through specialist support in EYFS and KS1 (SALT, ETMAS, phonics support TA, whole school focus on oracy development.)	Improved marks of PP children in Y1 & Y2 phonics check. Detailed speech therapy assessments document progress. Writing assessments show PP children attaining in line with other children in the school
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## 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: £ 12,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT and Targeted intervention support early identification, access to curriculum.	<p>High In-year mobility 25% from July 21– October 21, has increased proportion of children with SEN needs.</p> <p>PPM and robust data tracking monitor impact of targeted intervention and QFT so that gap is closing with ARE.</p>	1,2,3,4,5
Improved vocabulary and oracy leading to improved attainment and progress in writing.	<p>Whole school project to explicitly broaden and enrich children’s vocabulary and encourage adventurous use of language. NELI, Wiltshire Year of Reading and Oracy Project.</p> <p>Research shows that children from disadvantaged backgrounds hear on average 5 million words before they</p>	1,2,3,4,5



	start school. Other children average 30 million words. - Hart & Risley et seq.	
KS2 Class split for Maths teaching and learning	Maths curriculum based on Year Group objects. Not realistic or practicable to teach 4 years groups in one session. Y3/4 cohort taught by high lightly effective qualified teacher with support of TA separate to Y5/6 children.	1,2
<i>NELI implementation for EY Team</i>	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1,2, 5
To review and enhance the Foundation Curriculum, to ensure breadth and balance are retained while allocating additional time to basic skills.	All subject leaders to: Document learning lost during lockdowns Identify key learning objectives which must be retained in their subject. Identify key cross curricular learning opportunities in their subject. Identify key subject specific vocabulary. Support colleagues to re-plan the curriculum to reduce content but retain breadth, balance and key concepts.	1,2,3
Improved social skills – leading to children being more emotionally settled in school, engaged with learning and able to collaborate.	Forest Learning accreditation - engaging with the rich natural diversity of the woodland environment to help build confidence, sensitivity, resilience and curiosity. <b>Frances Harris (2017) <u><a href="#">Outdoor learning spaces: the case of Forest School [PDF]</a></u></b>	3,4,5

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



Budgeted cost: £ £118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted School Led Tutoring</i></p>	<p>1:1 and small group intervention</p> <p>The National Tutoring Programme (NTP) helps support disadvantaged and vulnerable pupils from year 1 to year 11 to catch-up on missed education due to coronavirus (COVID-19).</p> <p>School-led tutoring is one route of the NTP. State-funded schools and academy trusts, with pupils eligible for pupil premium, receive a ring-fenced grant to source their own tutoring provision to support catch-up.</p>	<p>1,2,4</p>

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

Budgeted cost: £ 1,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved social skills – leading to children being more emotionally settled in school, engaged with learning and able to collaborate.</p>	<p>Emotionally needy children have benefitted enormously in the past from these sessions, enabling them to settle to learning and feel confident in school.</p>	<p>3,4,5</p>
<p>Trips and wider curricular activities such as residential trips, extracurricular clubs, peripatetic music lessons.</p>	<p>Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support is invaluable.</p>	<p>3,4</p>



**Total budgeted cost: £ 14,888**



## 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 2020 to 2021 academic year.

Funding information	
Academic year	2020-2021
Total number of pupils on roll	58
Total number of pupils eligible for PPG	5
Amount of PPG received	6725
Total number of pupils eligible for SPP	26
Amount of SPP	£8060
Number of pupils eligible for LAC and PLAC premium	1
Total LAC and PLAC premium received	£2345
Total PPG received	£15,785

**Objectives:**

All our work through the pupil premium will be aimed at supporting children academically and emotionally so that children will make at least expected progress from their starting point.

At Stanton St Quintin Primary School, the resulting high level of in year mobility due to the trickle post nature of postings at Buckley Barracks, focusses Service Pupil Premium spend in providing targeted support to mitigate the effects of frequent changes of the school and the effects of separation from a serving parent deployed on operations.

This support for our service children within the school can vary from child to child. There is no one fixed model as to what it looks like in each class, however the underlying ethos is that the extra support mitigates the impact of frequent changes on all children. Fostering the skills of resilience, openness, adaptability, in particular the way new children settled into a new school/ class quickly and effectively are key to a child's all round development.

Pupil Premium resources may also be used to target able children on FSM to exceed age related expectations through providing opportunities for Able, Gifted and Talented activities.

**Outcomes:**

During the School Year 20-21, the class organisation for the school involved 3 year groups in Amazon and Rhine Classes. PPG was used support specific year group objectives in English and Maths and in emotional support.



As a result, small group teaching and learning together with targeted intervention directed to PP and children vulnerable to under achievement in attainment and progress enabled needs to be met immediate. Those children working below expectation for starting place achieved well.

Whilst no statutory assessment took place in 20-21, internal assessment and robust monitoring continued throughout.

## Externally provided programmes

Programme	Provider
Maths No Problem	Maths No Problem
TT Rockstars	TT Rockstars
Letter Join	Letter Join



## Further information

### Breakdown of Spend

PPG: £6725

In Class Teaching Assistant support – targeted intervention and cohort specific teaching: £5,376.36

Licences & Subscriptions – to include Maths No Problem, TT Rockstars and Letter Join: £1148.64

Whole School and Subject Leader Improvement monitoring - School Aspect: £200

LAC and PLAC: £2345

In class Teaching Assistant Support: £2345

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<u>SSP: £8060</u>



	<p>ELSA Support : £2,326.00</p> <p>Learning support for 1:1 and small group intervention: £2,432.00</p> <p>PanthA Provision: £596.00</p> <p>Inclusion - Trips and Whole School Events: £575</p> <p>First Access - Ukulele and 1:1 music lessons: £451.00</p> <p>Counselling: £750</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>This support for our service children within the school can vary from child to child. There is no one fixed model as to what it looks like in each class, however the underlying ethos is that the extra support mitigates the impact of frequent changes on all children. Fostering the skills of resilience, openness, adaptability, in particular the way new children settled into a new school/ class quickly and effectively are key to a child's all round development.</p> <p>The use of TAs in the classroom and intervention programmes may be seen to benefit both civilian and service children within a class.</p> <p>Each class receives class teaching assistant support every morning. During which time children both civilian and military are supported to meet their individual needs.</p>



	<p>Such support can be demonstrated through interventions such as</p> <ul style="list-style-type: none"><li>• Learning Support – such as small group daily phonics, Narrative Therapy, Word Wasp, bespoke small group and 1:1 support targeted towards Literacy and Numeracy.</li><li>• Emotional Support – ELSA (Emotional Literacy Support Assistant) run programmes that meet the specific needs of children.</li></ul> <p>In addition, the school runs an extra-curricular club – PanthA, specifically tailored for our service children. Service Pupil Premium is also used to facilitate whole school events, which celebrates the military influence within our school.</p> <p>As a result, SPP supports mobility which includes emotional transition and academic learning for service and civilian children.</p> <p>A strong pastoral approach supports in– house and external agency involvement. Robust communication with incoming and outgoing schools ensure children are quickly and well supported from the outset.</p>
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