



Pupil Premium Strategy Statement – Stanton St Quintin Primary School

Reviewed November 24

2024-2027: Strategic Plan (Year 1 of 3)

At Stanton St Quintin Primary School we celebrate pupils' uniqueness and strive to 'motivate, educate and nurture' to help them to become the very best they can be. Our curriculum is a significant component of our mission statement. Our ethos and values enable the whole school community to be challenged in our learning, supported by timely pastoral care and developed through consistently excellent teaching and learning.

This statement details our school's use of pupil premium for the 2023 to 2024 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	76 not including Nursery age
Proportion (%) of pupil premium eligible pupils including Service Children	31.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	1 st November 2025
Statement authorised by	Governing Body
Pupil premium lead	Karen Winterburn



Governor / Trustee lead	Adrian Cole – Chair of TLD Committee
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including Service Premium	£16600
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	£ 16600



Pupil premium strategy plan

Statement of intent

At Stanton St Quintin Primary and Nursery School all members of staff, along with Governors are committed to providing the best possible education for each individual pupil. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. We will consider the challenges faced by vulnerable pupils, such as those who work with social care partners, have recognised SEND and/ or are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our key principles are:

- High Quality Teaching and Learning – we recognise that the biggest factor in high standards of attainment is high quality teaching
- 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. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- 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 impacting on children's ability to learn
4	High mobility (it is not uncommon over an academic year to have up to 20% in year mobility) unsettled family relationships, mental health issues (parents), relative poverty, individual examples of low attendance and punctuality.

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.	Sustained high levels of wellbeing by 2026/7 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations, reports from external agencies • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Effective ELSA and mental health support and provision for children and families. • Support for families beyond the school environment ensure children attend school ready to learn and access the schools wider offer.



<p>Engagement of families with school and EWO to improve stability of home environment, attendance, punctuality and home support of learning.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 95%. pupils' punctuality is consistent and therefore they are ready to learn each morning.
<p>Improved academic attainment and progress. Learning support through quality first teaching, targeted interventions and excellent SEN provision</p>	<p>KS2 outcomes in 2026/7 show that disadvantaged pupils will meet the expected standard. SEND needs are identified early and appropriate provision is in place. Pupil's progress is in line with their non PP SEND peers.</p>
<p>Improved language skills of PP children through specialist support in EYFS and KS1 (SALT, ETMAS, phonics support TA, whole school focus on oracy development.)</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence includes engagement in lessons, book scrutiny and ongoing formative assessment, Improved marks in Y1 & Y2 phonics check. Detailed speech therapy assessments document progress.</p>

Activity in this academic year

This details how we intend to spend our pupil premium Academic Year 23-24 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted allocation: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QFT and Targeted intervention support early identification, access to curriculum.</p>	<p>High In-year mobility 2023-24 67.1% of school population joined the school at Reception age intake. This has increased proportion of children with SEN needs.</p>	<p>1,2,3,4,5</p>



	PPM and robust data tracking monitor impact of targeted intervention and QFT so that gap is closing with ARE.	
Class Organisation and curriculum.	<p>In Upper Key Stage 2 children (23-24), there are 4 year groups Y4,5,6. Experienced and highly effective practitioners ensure children are accessing an age appropriate curriculum.</p> <p>Not realistic or practicable to teach 4 years groups in one session. Y3/4 cohort taught by high quality effective qualified teacher with support of TA separate to Y5/6 children.</p> <p>23-24 – Cohorts split for maths : Y1/2, Y3/4, Y5/6</p> <p>Maths curriculum based on Year Group objects. <u>Mastery Learning Toolkit Strand Education Endowment Foundation EEF</u></p>	1,2
Improved social skills – leading to children being more emotionally settled in school, engaged with learning and able to collaborate.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic, performance, attitudes, behaviour and relationships with peers):</p> <p>and relationships with peers):</p> <p><u>EEF Social and Emotional Learning.pdf</u></p> <p>Forest Learning accreditation - engaging with the rich natural diversity of the woodland environment to help build confidence, sensitivity, resilience and curiosity.</p> <p>Frances Harris (2017) <u>Outdoor learning spaces: the case of Forest School [PDF]</u></p>	3,4,5
To review and enhance the Foundation Curriculum, to ensure breadth and balance are retained while allocating additional time to basic skills.	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

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



Budgeted allocation: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA and CT intervention focused on specific barriers for learning and progress including additional phonics, reading and maths	1:1 or small group intervention in class support by teacher allows targeted support to meet the PP needs Daily reading for PP pupils focussed on developing fluency and comprehension Small group tuition Toolkit Strand Education Endowment Foundation EEF Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF	1,2,4
School Led Tutoring	National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk) – ended July 2024.	2,3,5

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

Budgeted allocation: £ 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and wider curricular activities such as residential trips, extracurricular clubs, peripatetic music lessons. Subsidised wrap around care.	Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support is invaluable. Arts Participation Toolkit Strand Education Endowment Foundation EEF	3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £ 11,840



Externally provided programmes

Programme	Provider
Maths No Problem	Maths No Problem
TT Rockstars – to end September 2024	TT Rockstars



Further information

Service pupil premium funding

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?	<p><u>SSP: £4760</u></p> <p>In Class Teaching Assistant support contribution to staffing costs. Funding incorporated within PP strategy allocation</p>
What was the impact of that spending on service pupil premium eligible pupils?	<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">• Learning Support – such as small group daily phonics, Narrative Therapy, Word Wasp, bespoke small group and 1:1 support targeted towards Literacy and Numeracy.• Emotional Support –sessions that meet the specific needs of children <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> <p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>
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