Stanton School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 School
Number of pupils in school	298 (Jan 2023)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Nicholson
Pupil premium lead	Helen Nicholson
Governor lead	Anne Slee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,308 (Financial Year 2023/2024)
Recovery premium funding allocation this academic year	£19,055 (Sep 23 – Aug 24)
Pupil premium funding carried forward from previous years	£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	£190,363

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Part A: Pupil Premium Strategy Plan

Statement of intent

Objectives for your disadvantaged pupils

- ➢ To ensure all children are emotionally secure and ready to learn
- ➢ To ensure accelerated progress of phonics ability
- ➢ To ensure all pupils attainment in English is at least age related by the end of Year 6, including oral language skills, aspects of reading and writing
- ➢ To ensure all pupils attainment in English and Maths is at least age related by the end of the year, including oral language skills, aspects of reading and writing

How our current pupil premium strategy plan works towards achieving those objectives

Key principles of your strategy plan

- ➢ Mental health and well–being
- ➢ Life experience
- ➢ Accelerated progress in reading, writing and maths

Challenges

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

Challenge number	Detail of challenge
1	To increase attainment in reading and writing
2	To increase attainment in maths
3	To increase opportunities for experiences and learning through residential and day visits and extra-curricular opportunities
4	Focussed and supportive monitoring of attendance
5	Supporting our families with emotional and social needs and home learning environment

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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
For all children to be emotionally secure and ready to learn	Attendance to be at least 96% Behaviour of children both in lessons and break times to be PROUD
For all pupils attainment in reading to be at least age related by the end of the year	At least 85% of pupils to be at age related in reading
For all pupils attainment in English and Maths is at least age related by the end of Year 6, including oral language skills, aspects of reading and writing.	At least 85% of pupils to be at age related or higher

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: £115,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
ReadWriteInc training for support staff and teachers	RWInc baseline identified levels in phonics and reading Increase number of RWInc practitioners to enable daily intervention groups in Year 3 and Year 4	1
Additional teachers	To enable small group sizes to benefit pupils in maths, reading and writing To enable focussed activities to be undertaken with more time allocated to pupils To accelerate the progress and raise attainment of pupils	1,2
Develop Role of TLRs - Curriculum Manager and Performing Arts Manager	To grow and develop staff whilst retaining high quality teachers	1,2,3,4,5

	To enable staff to have time and recognition to drive forward and support mental health and well-being of children	
After School Clubs in reading/writing/or maths	• To enable a group of targeted pupils through a focused six week after school club • To raise self-esteem in their own ability To raise attainment and accelerated progress of pupils	1, 2

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

Budgeted cost: £35,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tutors in Year 6 in maths or English	To enable a 1:1 personalised six week tutoring programme To raise self–esteem in their own ability To raise attainment of and accelerate the progress of pupils	1,2
Year 6 Bean Bag Club	Mock SATs data used to baseline and for gap analysis to help identify target children and inform next steps To enable focused fun and exciting range of activities in reading, writing and maths To foster an enjoyment for reading To raise self–esteem in their own ability To raise attainment of and accelerate the progress of pupils	1,2,3
Each year group an educational visit	To enable all children to take part in a visit To foster an enjoyment for reading To develop reading and writing skills	1,2,3,4,5
Additional Teaching Assistant	To enable small group sizes to benefit pupils	5

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

Budgeted cost: £39,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support children and help families break through barriers to learning Redecorate and refurbish the Learning Mentor room	To ensure all children are emotionally secure and ready to learn. To support pupils and their families overcome barriers to learning Complete a range of mental health and well-being activities with pupils in personal Scrap Books	4,5
Breakfast Club places	Support disadvantaged children	4,5
Support with uniform and for day and residential visits	To enable all pupils to participate fully in school life, and foster a sense of belonging and wellbeing	3,4,5
IPad Incentive – Year 6	To encourage children to work hard and therefore raise attainment of and accelerate the progress of pupils Regular assessment points/test to encourage children to complete homework , attend after school club	1,2
Laptop Maintenance and Security	New licence for laptops for pupils to use at home	1,2,5

Total budgeted cost: £190,363

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Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2022 to 2023

Action	Intended outcome and success criteria	Evidence and rationale for this choice
Free Breakfast Club places Learning Mentor support including 1:1and liaising with parents Pastoral Assistant appointed to lead social groups	For all children to be emotionally secure and ready to learn Attendance to be at least 96% Behaviour of children both in lessons and break times to be PROUD	• Baseline assessment for gap analysis, identify target children and inform next steps • Standardised teacher administered tests and progress made
RWinc training for key staff Additional TA appointed Purchase of new library books to reflect curriculum and wider world issues	For at least 85% pupils attainment in reading to be at least age related by the end of Year 3 and Year 4 *Pupils on RWI –* *Y3 – Aut 55%, Sum 22%* *Y4 – Aut 13%, Sum 8%* *Progress in reading of six steps or more* *Y3 – 78% and Y4 - 92%*	• ReadWriteInc baseline identified levels in phonics and reading • ReadWriteInc assessments and progress made
Ipad incentive Virtual author visits Purchase of new library books to reflect curriculum and wider world issues 1:1 tutoring Year 6 Year 6 Bean Bag Club	For all pupil's attainment in English is at least age related by the end of the year, including oral language skills, aspects of reading and writing. *Progress in reading / writing* *Y3 -78% / 81% Y4-92% / 86%* *Y5 -94% / 90% Y6 -74% / 89%*	• Assessment data to be used for gap analysis, identify target children and inform next steps • Teachers' professional knowledge of skills and the experiences they lack e.g., day visits to enhance their vocabulary. • Standardised teacher administered tests and progress made

Externally provided programmes N/A

Programme	Provider