

Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stanningley Primary School
Number of pupils in school	204 (Rec – Y6 Oct 2022)
Proportion (%) of pupil premium eligible pupils	30% (61 pupils Rec – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	4 th December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Brewer/ Carol Brier / Susie Pritchatt / Di Greenwood
Pupil premium lead	Julie Brewer
Governor / Trustee lead	Louise Travis-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,345.
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,710

Part A: Pupil premium strategy plan

Statement of intent

At Stanningley Primary School, it is our intention that all our children, irrespective of their background or the challenges they may face, are able to meet or exceed their academic potential. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers. High quality provision and teaching is central to our approach at Stanningley, with all staff having the highest expectations of what every child can achieve. Improving life experiences for disadvantaged children is also integral to what we aim to offer at Stanningley.

Our Ultimate Objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally as well as within the school.
- For all our disadvantaged pupils to make progress throughout school, in line with, or exceeding national averages
- For all disadvantaged pupils to meet or exceed their own academic potential and for as many as possible to attain Year 6 age-related expectations so that their life chances beyond primary school are improved.

The Key principles of our Pupil Premium Strategy Plan are:

- An acute awareness of who the disadvantaged children are in school and a relentless drive to ensure their academic and holistic needs are met.
- Quality first teaching every day for all pupils in reading, writing, maths, grammar, spelling, phonics and punctuation.
- Responsive intervention that aims to enable children to keep up with their peers.
- Every member of staff having the highest expectations of what all children can achieve and not lowering those expectations through assumptions about disadvantage.
- All children receiving the full curriculum offer so they have the knowledge and skills to be successful in their lives.
- An implicit understanding that all children will make progress, whether they are disadvantaged or not.

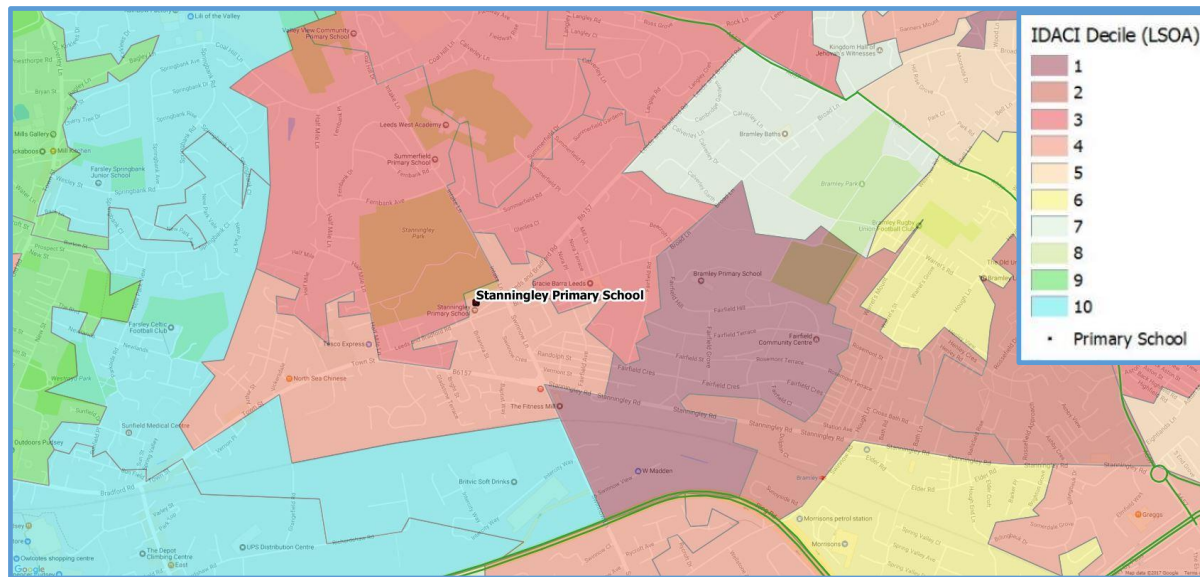
We will work towards achieving our objectives through providing the following:

- All children being taught by their class teacher every day.
- Challenge at all levels during every lesson, regardless of a child's ability.
- High quality educational experiences, including visits outside school, visitors into school, etc.
- High quality lessons and experiences for all children in the arts, including music.
- The opportunity to be part of a choir and attend musical events.
- Financial subsidies for educational visits, residentials, etc.
- Food provision during holiday periods for the most vulnerable
- High quality technology resources to support learning
- Use of the Recovery Premium to provide additional quality first teaching to support children in addressing learning gaps
- Use of the National Tutoring programme to provide quality additional 1:1 / small group teaching for vulnerable children.
- Accurate and regular data analysis to ensure teachers identify needs and address these in a timely manner

Demography and School Context

Stanningley Primary is a one-form-entry community school located in a suburb in the west of Leeds, about 5 miles from the city centre.

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong: decile 1 being the most deprived and decile 10 being the least deprived. The map indicates that the immediate area surrounding the school has relatively high levels of deprivation, especially compared to some of the nearby areas to the west and south of the school, which have much lower levels of deprivation.



Figures from the January 2023 school census reveal that:

- 25% of children were eligible for Free School Meals (FSM), compared to 26% for Leeds primary Schools and 24% for state-funded primary schools nationally.
- 12% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 39% for Leeds primary schools and 36% for state-funded primary schools nationally.
- 7% of children had English as an additional language (EAL), compared to 23% for Leeds primary schools and 22% for state-funded primary schools nationally.
- 19% of children had special educational needs (SEN), compared to 17% for Leeds primary schools and 16% for state-funded primary schools nationally.
- 30% of children were identified as qualifying for Deprivation Pupil Premium funding, compared to 27% for Leeds primary schools and 25% for state-funded primary schools nationally.

Data to show gap between attainment of pupil premium and non-pupil premium children at the end of last year (July 2023)

ATTAINMENT OF PUPIL PREMIUM COMPARED TO NON PUPIL-PREMIUM CHILDREN JULY 2023

YEAR GROUP	Number and percentage of children currently working at ARE +											
	Reading		GAP	Writing		GAP	GPS		GAP	Maths		GAP
	PP	NON-PP		PP	NON-PP		PP	NON-PP		PP	NON-PP	
Year 1 (7 PP children)	57% ↓	82% ↑	-25%	57% =	64% ↓	-7%				71% ↑	91% ↑	-20%
Year 2 (8 PP children)	63% ↑	77% ↑	-14%	38% =	77% ↑	-39%	38% =	64% ↑	-26%	50% ↑	86% ↑	-36%
Year 3 (7 PP children)	43% =	74% =	-31%	29% =	70% ↑	-33%	43% =	74% =	-31%	43% =	70% ↑	-27%
Year 4 (12 PP children)	92% ↑	83% =	+9%	83% ↑	61% ↑	+22%	92% ↑	72% ↑	+20%	83% ↑	61% ↓	+22%
Year 5 (9 PP children)	89% =	80% ↑	+9%	56% =	50% =	+6%	78% ↓	90% ↑	-12%	67% =	90% =	-23%
Year 6 (12 PP children)	67% ↓	71% ↓	-4%	83% ↑	76% ↑	+7%	83% ↑	76% ↑	+7%	75% =	76% ↑	-1%

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement / support at home for some of our children
2	Poor literacy and numeracy skills in some of our parents / carers
3	Inadequate home environments for some of the children in school
4	Weak Language and Communication skills in some of our children
5	Some behaviour difficulties.
6.	Attendance and Punctuality issues for some of our children
7.	Pupil Premium children don't always have the vocabulary and language skills to express themselves effectively.
8.	Pupil Premium children often have limited opportunities to access a broad range of experiences and so lack wider life experiences beyond their immediate community
9.	Pupil Premium children may have low self-esteem and limited emotional resilience, this can result in difficulties rising to challenges.
10.	Low achieving PP children do not achieve well in phonics and spelling across all key stages.
11.	Low achieving PP children do not achieve well in Reading, Writing and Maths across all key stages.
12.	Poor cognitive, thinking and processes skills in some of our children.
13.	Poor core strength in some children, causing poor posture which can also affect gross motor and fine motor skills
14.	Low GLD and low attainment in RWM by the end of Y2 for some Pupil Premium children
15	Poor self-care skills in the youngest children entering school
16	Increased SEMH issues

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
To provide Pupil Premium children with a broad range of experiences.	PP children build up a breadth of life skill experiences.
To extend and develop PP children's language and communication skills.	PP children communicate effectively.
To increase the self-esteem of Pupil Premium children.	PP children can embrace challenge and strive for success.
To support families/carers of PP children to engage positively in their children's lives.	PP children benefit from the support of their families/carers
Attendance rates of PP children will continue to be good	PP children will have increased attendance.
Poor attendance and persistent absence will improve	PP attendance overall will improve
To continue to close the gap across all areas of learning between PP and non-PP children	PP children's attainment has risen and the gap is closing.
To improve phonics skills and early reading	Pupil Premium children can read fluently by the time they leave Y2.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Purchase new books and resources to support the Little Wandle scheme</p> <p>Targeted weekly phonics intervention to be provided across all classes where appropriate</p> <p>Provide Nessy phonics Licences</p> <p>Provide New Group Spelling Test (NGST – GL Assessment) £6.20 per child</p>	<p>100% of the year 1 cohort passed the phonics screen in June 2023 but there is a gap between phonic knowledge and reading fluency (100% / 76%) Group reading to be rolled out to years 2 and reception this year and further books / resources to be purchased to support reading fluency.</p> <p>Of those children who did not pass the phonics screen in year 1, 50% of them (3 out of 6) did not pass by the end of year 2.</p>	1, 4, 10, 11, 12, 14	<p>£1000</p> <p>£300</p> <p>£1000</p> <p>Total = £2,300</p>
Improve spelling across school	Some children continue to struggle with spelling and there is a gap in attainment between spelling and grammar	10, 11, 14	<p>Cost of Lexia licence for 1 year = £1486</p> <p>Cost of spelling scheme: £684</p>

Continue to close the gap between PP and non-PP children in maths across school	YEAR GROUP	Maths		GAP	11, 12	Annual Power Maths Resources Cost: £2000 Staff cover cost – 1X half day weekly Cost approx. £3000 (maths leader time) Total = £5000
		PP	NON-PP			
	Year 1 (7 PP children)	71% ↑	91% ↑	-20%		
	Year 2 (8 PP children)	50% ↑	86% ↑	-36%		
	Year 3 (7 PP children)	43% =	70% ↑	-27%		
	Year 4 (12 PP children)	83% ↑	61% ↓	+22%		
	Year 5 (9 PP children)	67% =	90% =	-23%		
	Year 6 (12 PP children)	75% =	76% ↑	-1%		
	In all years except year 4 there are more non-pupil premium than pupil premium children attaining at ARE in maths.					
The Pupil Premium grant will contribute towards TA salaries across school in providing targeted intervention and support based on need.	All Pupil Premium children are entitled to the support that will close learning gaps. Adults support the provision of targeted support needed for small groups and individual children, in order to close progress and attainment gaps.				1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16	£50,000

Purchase additional resources (e.g. revision guides) that will support Y6 children in attaining ARE+ in the KS2 SATS tests	Children need resources to use during the Easter Holiday to provide continuity and to help them remain focused before the SATS tests.	1, 3, 10, 11	£500
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Pay for one extra day a week for a part time teacher to deliver targeted interventions to children who have fallen behind in phonics.	Some children have identified gaps in maths and phonics in Key stage 2.	1, 2, 3, 4, 5, 7, 9, 10, 12	£7740

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Pay for a teacher from the Art-forms music service to provide weekly high-quality music and instrument lessons	Some children lack <i>creative opportunities outside of school</i> , so need enrichment in school from specialist expert.	1, 7, 8	£10,000
Pay for guitar lessons for PP children	Some children lack <i>creative opportunities outside of school</i> , so need enrichment in school from specialist expert.	1, 7, 8	£600 (refunded later in the year)
Pay for weekly chess lessons and weekly chess club in Key Stage 2	There is a general need to improve cognitive, thinking and processes skills in all children.	7, 12	£1700
Pay for some PP children to attend some after school clubs	Some parents cannot afford the cost of after school activities and children may miss out on wider experiences.	1, 7, 8, 16	£200
Provide regular core strength sessions to improve core muscle strength.	<p>We have identified a need, especially for some of our adopted children, for the development of the core muscles.</p> <p>Poor core strength can cause poor posture which can also affect gross motor and fine motor skills</p>	13	TA time + Sarah Lloyd Programme: £2000
The Pupil Premium grant will contribute towards the Family Support Worker's salary	15% of the children who attend the school live in an area classed as being amongst the 10% most deprived in England.	1, 2, 3, 4, 5, 6, 8, 9, 15, 16	£8,000

	<p>10% of children who attend the school live in an area classed as being amongst the 3% most deprived¹ in England.</p> <p>(Figures from the January 2022 School census)</p> <p>An increasing number of vulnerable families continue to need help and support with various issues linked to home and school. For example, attendance and punctuality, supporting children at home, parenting classes, etc.</p>		
<p>Provide funding for all Pupil Premium children to have breakfast at school every day.</p> <p>There are approximately 90 children on breakfast club register in total. Approximately 40 PP children (numbers fluctuate) are provided with a healthy breakfast each morning – cereals with milk, toast and fresh juice.</p>	<p>Without the school breakfast club, a substantial number of children would struggle to have a wholesome breakfast every day before school. All PP children receive free breakfast.</p> <p>Attending breakfast club can also support good attendance and punctuality for children who struggle to arrive at school on time</p>	3, 6, 9, 15	<p>Food bill = £50 per fortnight £1000= per year</p> <p>Yearly Staff costs: £12,000</p> <p>Total = £13,000</p>
<p>Provide money for a Hardship Fund – money that is available to support PP families in crisis to provide urgent necessities such as food, basic items and school uniform, etc.</p>	<p>Some families experience unexpected financial difficulties, and may have immediate debt issues, which can have a negative impact on education. They may need help providing basic resources urgently – eg food, heat, uniform, etc.</p>	3, 8, 15	£500

<p>Pay for Maintenance of the school car for: collecting children who may be late or absent, for family support worker to use to do home visits, to transport children to sports, music and other events.</p> <p>Diesel, annual service package.</p>	<p>Some families struggle to <i>transport</i> their children to and from school, to sports and other events.</p> <p>Attendance and punctuality can be affected by this.</p>	1, 3, 6	£2000
<p>Subsidise the cost of the Y6 residential visit for PP children by £50</p>	<p>Some families cannot afford the full cost of the annual Y6 residential. We would like all children to attend to have wider experiences and the group bonding aspect is vital for class relationships.</p>	8, 9,	13 children = £650
<p>Pay for the annual pantomime</p>	<p>Some children do not have experiences outside school normally enjoyed by children of primary school age.</p>	8	£600
<p>Subsidise each class for one educational visit per year</p> <p>Pay £100 towards each visit</p>	<p>Some children do not have experiences outside school normally enjoyed by children of primary school age.</p>	8	£800

Total budgeted cost: £107,160

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 2023 to 2024 academic year.

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Externally provided programmes

This is a list of Non DFE Programmes that were purchased in the previous academic year.

Programme	Provider
Lexia	Lexia Core 5
Little Wandle	Wandle Learning Trust
Nessy Phonics	Nessy Learning
New Group Spelling Test (NGST)	GL Assessment
Twinkl Spelling Programme	Twinkl
Art Forms	Leeds City Council
Chess in Schools	Chess in Schools and Communities
Buss Core Strength Programme	Sarah Lloyd
Maths Programme	Power Maths