



Pupil premium strategy statement

2023-24 (evaluated Summer 2024)



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	Stanford in the Vale CE Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Amanda Willis
Pupil premium lead	Amanda Willis Laura Jamison
Governor / Trustee lead	Claire Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,135.00
Recovery premium funding allocation this academic year	£ 3,335.50
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	£37,470.50

Part A: Pupil premium strategy plan

Statement of intent

At Stanford in the Vale CE Primary, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

We strongly believe that the skills required to overcome barriers and achieve success is not about where you come from, but instead, about developing the necessary knowledge and values required to make progress. We strive to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and aim to raise expectations of what they can achieve.

At Stanford in the Vale we intend to support and enable all disadvantaged pupils, whether or not their circumstances meet the criteria for PP funding.

Our disadvantaged pupils face specific barriers to reaching their full potential. At Stanford in the Vale, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied progressive curriculum. High Quality Inclusive Teaching is at the heart of our approach.

Challenges

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

Challenge number	Detail of challenge
1	The number of pupils eligible for PP and also on the SEND Register, resulting in lower attainment than non PP in Reading, Writing and Maths and Phonics.
2	Assessments, observations, meetings and communication with pupils and parents have identified social, emotional and behavioural support needs that impact vulnerable and disadvantaged children and their families.
3	Lower attendance and lateness for some children. Further encourage parental engagement and collaboration with school - for some PP children
4	Access to school meals, Breakfast Club and After School Club, extra-curricular activities and educational experiences for some pupils eligible for PP and/or disadvantaged.

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
Challenge Number 1	
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2023 and 2024 data will show that 95 - 100% of disadvantaged children have made at least expected progress from the previous summer.</p> <p>End of summer data will also show that 10 - 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
Challenge Number 2	
<p>Pupils and families with identified social, emotional, behavioural needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>HSCLW, ELSA, Inclusion Manager and Head teacher identify and support families and children and work to alleviate barriers to learning eg frequent coffee mornings with a specific focus to provide information and support in a range of areas.</p> <p>Identified children are invited to work with HSCLW, ELSA, Inclusion Manager sessions where a more specialist approach is used.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Qualitative evidence will show that information shared and discussed at parent Coffee mornings, is helping to equip parents with the knowledge and skills to manage difficult circumstances.</p>

Challenge Number 3	
All disadvantaged pupils will meet national expectations for attendance.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils. Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.
Challenge Number 4	
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	SITV curriculum will provide pupils with exciting, varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits and experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing trips out, days and events which excite and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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: £ 1,000.00

Activity	Evidence that supports this approach	Impact (Summer 2024)
Training delivered by 'Trauma Informed Schools' develop a First Quality Inclusive Teaching Approach.	Staff will have more understanding of factors that may cause and/or contribute to behaviour, including Adverse Childhood Experiences (ACEs) and this will help to facilitate effective behaviour management.	Staff are using appropriate strategies and approaches. Staff create a supportive, nurturing environment to help children develop good behaviours for learning. Responses to persistent behaviour have been professional and well planned (observed and confirmed by Point 5) New Reflection Room is being used well to support individual needs. There has been positive feedback from the children and the staff.

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

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Impact (Summer 2024)
Small group intervention work on writing, comprehension, maths, phonics & daily reading; EHCP Funding for PP children <i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i>	Intervention data collected at the end of each term shows the impact of small group interventions. Impact is usually qualitative as well as quantitative - small group approach can help the children to feel more secure and this impacts confidence and promotes good behaviours for learning (as shown in the QCA 5 strand)	Monthly TA meetings provide the opportunity to share good practice, adapt and refine how interventions are delivered. Discussions in the meetings also help to evaluate the qualitative impact of the interventions. Pre-teaching, recapping, repetition and consolidation approaches are used as well as interventions that follow published schemes eg Power of 1/Power of 2 (Maths), Code, Totem and Talisman (Reading).

		<p>NB Updated PP Register Summer 2024 25 x PP children</p> <p>Summer 2024 17/25 PP children in small group interventions for reading and/or writing and/or maths.</p> <p>Reading 76% of PP children receiving interventions scored below ARE 24% of PP scored at ARE</p> <p>Writing 100% of PP children receiving interventions scored below ARE (5 x PP children are almost at ARE)</p> <p>Maths 71% of PP children receiving interventions scored below ARE 29% of PP children scored at ARE)</p> <p>ARE = Age Related expectations.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,470.50

Activity	Evidence that supports this approach	Impact (Summer 2024)
<p>Use of partnership HSCLW to help develop emotional needs.</p> <p><i>(to provide immediate pastoral response to emotional/vulnerable needs)</i></p>	<p>HSCLW is able to provide immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg CAMHS) in need of vital support for mental health and well-being issues.</p> <p>Children in need of pastoral and emotional support will be receiving help as soon as possible.</p> <p>HSCLW will help children to recognise/identify and begin to manage emotional issues.</p>	<p>Summer 2024</p> <p>The HSCLW has supported 6 X PP children and 10 x children who are vulnerable and disadvantaged, but have not qualified for PP.</p> <p>Total = 16</p>

		<p>The children are more able to communicate, express and manage their feelings. Positive feedback from the children themselves and their families.</p> <p>HSCW attends, TAFs, CIN, review meetings and gathers the 'child's voice' prior to these meetings so that their views are heard.</p> <p>Summer 2024</p> <p>Reading 83% scored below ARE 17% scored above ARE</p> <p>Writing 100% scored below ARE</p> <p>Maths 83 % scored below ARE 17% scored above ARE</p>
<p>Emotional Literacy Support (ELSA)</p> <p><i>(to develop the skills to understand and develop emotional literacy and intelligence)</i></p>	<p>Specialist training helps to support children with significant emotional needs to develop the skills to identify and communicate their emotional needs.</p> <p>Children are more able to develop the skills to manage their emotional needs and sustain positive mental health with specialist support.</p>	<p>Some children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situations.</p> <p>Summer 2024 The ELSA has supported 4 x children who are vulnerable and disadvantaged, but have not qualified for PP.</p> <p>Total = 4 children</p> <p>Reading 25% scored below ARE 75% scored at ARE</p> <p>Writing 50% scored below ARE 50% scored at ARE</p> <p>Maths 25% scored below ARE 75% scored at ARE</p>

<p>Regular Coffee mornings for parents</p> <p><i>(to provide tailored support, information and strategies to cope)</i></p>	<p>HSCLW, IM, HT and other professionals will lead sessions with an identified focus, to provide parents and families with information, strategies to understand and cope with difficult circumstances.</p> <p>Parents will be joining the coffee mornings and using the sessions as an opportunity to share knowledge and approaches.</p>	<p>Developing positive relations and connections with parents.</p> <p>Providing free advice and support for families.</p> <p>Signposting to different support groups, charities and specialist organisations.</p> <p>Sharing knowledge and strategies.</p> <p>Building supportive relations within the community.</p> <p>Parents from 9 families attended weekly sessions about Managing Children's emotions (Feb – Mar 2024)</p> <p>Positive feedback from the parents involved and families who had recently joined Stanford were welcomed to the SITV community.</p> <p>Attendance at coffee mornings was very poor – going to review approach and time</p>
<p>Trips, Swimming and Residentials</p> <p><i>(to improve opportunities for all - enable all to attend school trips)</i></p>	<p>Children are able to access/attend extra-curricular activities in the same way as their peers - provides a sense of belonging and supports the development of wider knowledge.</p>	<p>Children receive financial support with swimming, school trips, residentials, workshops, visitors to school etc enabling the curriculum to become financially accessible for all.</p>
<p>Allowing access to the wider curriculum and outside interests</p> <p><i>(to allow children similar opportunities and experiences as others)</i></p>	<p>Children will be able to access/attend activities/events outside of school in the same way as their peers.</p>	<p>Financial support for disadvantaged and vulnerable children to take part in activities outside (and within) school eg horse riding, Rocksteady etc</p>
<p>Use of Breakfast Club or After School Club</p> <p><i>(to support families so that children attend school and are cared for)</i></p>	<p>Offers support to parents whose work schedules make it hard to drop off or pick up at normal school times.</p> <p>Children will be cared for in school and be able to access themed craft activities.</p>	<p>Several families use BC and ASC.</p> <p>PP, Disadvantaged and vulnerable children are provided with an opportunity to start (and end) the day with a meal and interact with others.</p>

	<p>Children will have a good breakfast before/snack after school.</p> <p>The above help the children to feel ready to learn and engage in the school day.</p>	<p>Attendance is offered to help children have a calmer start to the day, ensure that they have had a breakfast.</p>
<p>Improve attendance of children so that they are in school accessing the curriculum</p> <p><i>(to support children & families in attending school. To improve our tracking and follow up)</i></p>	<p>First response calls will be happening daily and promptly.</p> <p>Attendance figures will be closely monitored.</p> <p>Any correlations eg ch with PP funding and low attendance will be identified and addressed.</p>	<p>School have continued to support families with attendance issues by offering BC/ASC where needed; collecting children from their homes; calling official meetings to discuss how to overcome factors affecting punctuality and attendance.</p> <p>4 x PP children (three families) have a parent contract for attendance.</p> <p>1 x PP child and 1 x vulnerable child have been supported with a Reintegration Timetable to support attendance.</p> <p>Attendance data (4.9.23 – 28.6.24) FSM = 78.6% Non FSM = 95.9%</p>

Total budgeted cost: £37,470.50

Externally provided programmes (2023-24)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Trauma therapy	Trauma Informed Schools
ELSA individual Support	ELSA Project
Behaviour support (for 2 x PP child)	Point 5 Ltd – the point of Behaviour

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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,000.00

Activity	Evidence that supports this approach	Impact (Summer 2023)
Training in Reading to help develop a First Quality Inclusive Teaching Approach.	Children who become confident readers, are more likely to develop a range of strategies to help them read with understanding.	24 x PP children Summer 2023 (Reading) 50% PP children scored below ARE 37% PP children scored AT ARE 8% PP children scored above ARE 1 x PP child (5%) was not assessed.
Training in Maths to help develop a mastery approach, use of scaffolding and manipulatives.	Children who become confident and positive mathematicians are more likely to succeed in school and later life.	24 x PP children Summer 2023 (Maths) 45% PP children scored below ARE 33% PP children scored AT ARE 17% PP children scored above ARE 1 x PP child (5%) was not assessed.

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

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Impact (Summer 2023)
<p>Small group intervention work on writing, comprehension, maths, phonics & daily reading;</p> <p>EHCP Funding for PP children</p> <p><i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i></p>	<p>Intervention data collected at the end of each term shows the impact of small group interventions.</p> <p>Impact is usually qualitative as well as quantitative - small group approach can help the children to feel more secure and this impacts confidence and promotes good behaviours for learning (as shown in the QCA 5 strand)</p>	<p>Monthly TA meetings provide the opportunity to share good practice, adapt and refine how interventions are delivered. Discussions in the meetings also help to evaluate the qualitative impact of the interventions.</p> <p>Pre-teaching, recapping, repetition and consolidation approaches are used as well as interventions that follow published schemes eg Power of 1/Power of 2 (Maths), Code, Totem and Talisman (Reading).</p> <p>Summer 2023</p> <p>15/24 PP children in small group interventions for reading and/or writing and/or maths.</p> <p>Reading 73% of PP children receiving interventions scored below ARE 20% of PP scored AT ARE 1 x PP child (7%) was not assessed.</p> <p>Writing 80% of PP children receiving interventions scored below ARE 13% of PP scored AT ARE 1 x PP child (7%) was not assessed.</p> <p>Maths 66% of PP children receiving interventions scored below ARE 20% of PP children scored AT ARE 7% of PP children scored above ARE 1 x PP child (7%) was not assessed.</p> <p>ARE = Age Related expectations.</p>

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

Budgeted cost: £19,830.50

Activity	Evidence that supports this approach	Impact (Summer 2023)
<p>Use of partnership HSCLW to help develop emotional needs.</p> <p><i>(to provide immediate pastoral response to emotional/vulnerable needs)</i></p>	<p>HSCLW is able to provide immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg CAMHS) in need of vital support for mental health and well-being issues.</p> <p>Children in need of pastoral and emotional support will be receiving help as soon as possible.</p> <p>HSCLW will help children to recognise/identify and begin to manage emotional issues.</p>	<p>Summer 2023</p> <p>Supported 9 children eligible for PP regularly</p> <p>The children are more able to communicate, express and manage their feelings. Positive feedback from the children themselves and their families.</p> <p>HSCLW attends, TAFs, CIN, review meetings and gathers the 'child's voice' prior to these meetings so that their views are heard.</p> <p>Summer 2023 Reading 67% scored below ARE 22% scored AT ARE 1 x PP child (11%) was not assessed.</p> <p>Writing 67% scored below ARE 22% scored AT ARE 1 x PP child (11%) was not assessed.</p> <p>Maths 56% scored below ARE 22% scored AT ARE 11% scored above ARE 1 x PP child (11%) was not assessed.</p> <p>ARE = Age Related expectations.</p>

<p>Emotional Literacy Support (ELSA)</p> <p><i>(to develop the skills to understand and develop emotional literacy and intelligence)</i></p>	<p>Specialist training helps to support children with significant emotional needs to develop the skills to identify and communicate their emotional needs.</p> <p>Children are more able to develop the skills to manage their emotional needs and sustain positive mental health with specialist support.</p>	<p>Some children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situations.</p> <p>Summer 2023 4 x Vulnerable/ disadvantaged children have been supported by the ELSA.</p> <p>Reading 50% scored below ARE 25% scored AT ARE 25% scored above ARE</p> <p>Writing 50% scored below ARE 50% scored AT ARE</p> <p>Maths 25% scored below ARE 75% scored AT ARE</p>
<p>Play Therapy 1:1 support for children who have suffered trauma, or coping with difficult circumstances</p> <p><i>(to provide tailored support, therapy and strategies to cope)</i></p>	<p>Play Therapist is able to provide more immediate, skilled, therapeutic support for children and their families.</p> <p>Children become more able to share, describe and explain their feelings and develop strategies to cope.</p>	<p>Summer 2023</p> <p>3 x Vulnerable/ disadvantaged children have been supported by the Play Therapist.</p> <p>Reading 100% scored below ARE 0% scored AT ARE</p> <p>Writing 100% scored below ARE 0% scored AT ARE</p> <p>Maths 100% scored below ARE 0% scored AT ARE</p>
<p>Trips, Swimming and Residentials</p> <p><i>(to improve opportunities for all - enable all to attend school trips)</i></p>	<p>Children are able to access/attend extra-curricular activities in the same way as their peers - provides a sense of belonging and supports the development of wider knowledge.</p>	<p>Children receive financial support with swimming, school trips, residentials, workshops, visitors to school etc enabling the curriculum to become financially accessible for all.</p>

<p>Allowing access to the wider curriculum and outside interests</p> <p><i>(to allow children similar opportunities and experiences as others)</i></p>	<p>Children will be able to access/attend activities/events outside of school in the same way as their peers.</p>	<p>Financial support for disadvantaged and vulnerable children to take part in activities outside (and within) school eg horse riding, Rocksteady etc</p>
<p>Use of Breakfast Club or After School Club</p> <p><i>(to support families so that children attend school and are cared for)</i></p>	<p>Offers support to parents whose work schedules make it hard to drop off or pick up at normal school times.</p> <p>Children will be cared for in school and be able to access themed craft activities.</p> <p>Children will have a good breakfast before/snack after school.</p> <p>The above help the children to feel ready to learn and engage in the school day.</p>	<p>Several families use BC and ASC.</p> <p>PP, Disadvantaged and vulnerable children are provided with an opportunity to start (and end) the day with a meal and interact with others</p>
<p>Improve attendance of children so that they are in school accessing the curriculum</p> <p><i>(to support children & families in attending school. To improve our tracking and follow up)</i></p>	<p>First response calls will be happening daily and promptly.</p> <p>Attendance figures will be closely monitored.</p> <p>Any correlations eg ch with PP funding and low attendance will be identified and addressed.</p>	<p>School have continued to support families with attendance issues by offering BC/ASC where needed; collecting children from their homes; calling official meetings to discuss how to overcome factors affecting punctuality and attendance.</p> <p>1 x PP child has a parent contract for attendance. Attendance fig has increased from 67.5% - 87.36%</p> <p>1 x PP child has been supported with a Reintegration Timetable to support attendance.</p> <p>Attendance data (5.9.22 – 30.6.23) FSM = 86.5% Non FSM = 95.7%</p>

Total budgeted cost: £35,830.50

Externally provided programmes (2022-23)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Play Therapy	Clear Sky
High Quality Maths	Paul Hargreaves Juniper Education.
ELSA	