



The Stonebridge School

Pupil Premium Strategy Statement

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	The Stonebridge School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	39.1% (118 Autumn 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	31 st October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Governing Board
Pupil premium lead	Michelle Anderson
Governor / Trustee lead	Tara Furlong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year - 22/23	£145,120



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Part A: Pupil premium strategy plan

Statement of intent

At The Stonebridge School we strive to reduce the impact of social disadvantage by providing a high quality education and pastoral care for all of our pupils.

We invest in teacher development to deliver an ambitious and engaging curriculum. Through this we aim for our pupils to achieve high standards, be confident communicators and responsible global citizens.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

High-quality teaching is our highest priority, with a focus on areas in which disadvantaged pupils require the most support such as reading and language comprehension and mathematical fluency. We invest in human resources to enable instructional coaching of all teachers as 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Alongside the academic rigor, we also strive to provide all of our pupils with experiences, such as drama and social literacy (many of which they will have missed out on as a result of the pandemic).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



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Challenges

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

Challenge number	Detail of challenge
1	Reading: Assessments suggest disadvantaged pupils generally have greater difficulties with reading and language comprehension than their peers. This negatively impacts their development as readers. The effect of the pandemic has resulted in the gap widening between the disadvantaged pupils and their peers across the school.
2	Communication and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Mathematics: Assessments indicate that attainment in mathematics among disadvantaged pupils is significantly below that of non-disadvantaged pupils and attainment overall at KS1 is below national average. The effect of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Attendance and Parental Engagement: Low attendance, poor punctuality, and persistent absence. Lower than expected parental engagement with pupils' learning and varied capacity to support learning.
5	Enrichment: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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 improve progress in writing and maths at GDS to reduce progress gaps for FSM 6 pupils	Disadvantaged Pupils (DP) will make good progress in writing and maths from their starting point.



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	Increased proportion of DP pupils meet the GDS standard in writing and the high score in maths at KS2
To close the gap in reading attainment	Increased engagement with the accelerated reader and the library. DP Pupils will make good progress from their starting points.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment
To close the gap through enrichment and character development and improve the wellbeing for all pupils, particularly disadvantaged pupils.	Increased uptake of enrichment offers. Increased uptake of places on the Y6 residential. Increased confidence in learning and improved social interaction.
Improve parental engagement and to build strong links between home and school so that children are supported to be successful.	Overall attendance for DP/FSM group is at national average (96.4%) Improved attendance of parents at school events Improved engagement with reading and maths programs



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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: **£38,167**

Activity	Evidence that supports this approach	Challenges Number(s) addressed
Purchase of programs providing standardised assessment. Training for staff to ensure programs are used effectively to inform pupil progress.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term	1, 2, 3
Expenditure	NFER tests	
Support Teacher to deliver group intervention	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impact on reading: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3



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

Budgeted cost: £ 91,715

Activity	Evidence that supports this approach	Challenge numbers addressed
Provide targeted group mathematics intervention in Y5	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Teacher and LATAs to provide additional early reading support including additional phonics teaching to pupils who require it.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Nursery Nurse to support NELi intervention	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impact on attainment, social skills and wellbeing. DfE funded targeted 20-week program designed to improve oral language skills of children aged 4-5 in need of support in this area. https://www.gov.uk/government/publications/catchup-premium-coronavirus-covid-19/the-receptionyear-early-language-programme-neli	2
LATA (KS2) to support 1:1 reading for disadvantaged pupils and corrective teaching	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1



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Activity	Evidence that supports this approach	Challenge numbers addressed
In house Speech and Language Provision	Impact of pandemic amongst other factors resulting in a higher caseload of pupils needing SALT. 1 6 There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impact on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Contribution towards school-led tutoring (provided by NTP) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £15,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities to provide a broader curriculum through the arts to develop character – e.g. instrumental lesson.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. Arts participation EEF (educationendowmentfoundation.org.uk)	5



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities to provide a broader curriculum through the arts to develop character - Drama lessons	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impact on reading:</p>	2, 5
Attendance officer to increase monitoring and analysis of punctuality and attendance data	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4
Access / subsidises for enrichment activities	<p>The evidence based is limited in the UK. However, An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility, highlights the link between social mobility and the access to extra-curricular activities. The report recommends that there is an Increase in the organisational capacity of schools so that they can support their extra-curricular provision and improve information on the availability of activities in local areas.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	5

Total budgeted cost: £145,120



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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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils (DP) was lower than that of their non-disadvantaged peers in core subject areas of the curriculum.

Our assessment of the reasons for these outcomes, point primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by LGfL and virtual lessons.

During the year 2020-2021, the attendance of the DP pupil group was at 91.4%, which was lower than the school average at 96.0%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil attitudes, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We provided additional pastoral support for families to access external services. Staff received training on mental wellbeing, the recovery curriculum and effective parental engagement. We plan to build on these approaches by utilizing the DFE grant to support the work of the school's Social Inclusion Worker. .



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Externally provided programmes

Programme	Provider
Mathletics	3P Learning
ActiveLearn	Pearson