Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	**Stalbridge Primary School**
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	01 September 2024
Date on which it will be reviewed	01 June 2027
Statement authorised by	Simon Elledge
Pupil premium lead	Heidi Padfield
Governor / Trustee lead	Debbie Chant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	49555

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to build self esteem in our disadvantaged children. This links to our vision of building each other up. We have seen a large increase in pupil premium children from 2020-2024. We have identified that most need self esteem building opportunities. We aim to increase self esteem by using outdoor sports provision, Music tuition, Elsa and small school led tuition - which supports the idea of pre teaching- to build children's confidence and self esteem.,

We aim to increase attendance figures among all of our children but particularly our disadvantaged children. Those children who have isolated we aim to ensure they are given quality resources to resume learning from home and training is offered for parents to improve their skills particularly in maths.

Challenges

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

Challenge number	Detail of challenge
1	Lack of self esteem
2	Closing gaps in learning
3	Attitude to learning.
4	Attendance
5	

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
Progress in RWM	Achieve national average progress scores in KS2 RWM 61% (2024)
Progress in Reading	Achieve national average progress scores in KS2 Reading 74% (2024)

Progress in Writing	Achieve national average progress scores in KS2 Writing 72% (2024)
Progress in Maths (girls in particular)	Achieve national average progress scores in KS2 Maths 73% (2024)
Phonics	Achieve national average expected standard in PSC at 80%

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff with PP children receive specific support and CPD in QFT. Amount dependant on assessment of children in relation to ARE and teacher experience.	EEF –Metacognition and Self regulation Using data to support and inform planning.	3
Pre teaching intervention by teachers to assign competence in learners	EEF	1 2 3
Phonics scheme to match the children';s interests and to have fidelity to the scheme including training all staff	EEF DFE	1 2 3

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

Budgeted cost: £17,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring staff use evidence-based whole-class teaching interventions.	EEF – Small group tuition School led tutoring funding	1 2 3
TA training using national college to	EEF – Small group tuition	1 2 3

support their delivery of targeted interventions		
Individual and SEND needs being met through new therapeutic behaviour system and whole staff training	EEF –Metacognition and Self regulation	1 2 3 4

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

Budgeted cost: £ 12,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support emotional needs of children.	EEF - Social and emotional learning	1 2 4
Improving readiness to learn and giving pathways to learning for the most disadvantaged pupils	EEF – Sports participation, Musicianship	2 4
Improving self-esteem using music tuition for all our disadvantaged children.	EEF - Social and emotional learning School led tutoring	1

Total budgeted cost: £49,555

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

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

Service pupil premium funding (optional)

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?	Targeted handwriting and behavioural support for 2 children and Elsa support for 1 child.
What was the impact of that spending on service pupil premium eligible pupils?	More stable emotions and support for family whilst dad has been away.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Aim	Outcome
Phonics/Spelling	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. Investment in Sounds writes phonics scheme and training for all staff to see this through all year groups and an improvement expected in spelling as a result. June 2022 96% achieved ARE in phonics overall in Year 1. 4/5 PPG children passed the test. June 2023 100% passed the test in Y2. June 2023 Year 1 80% passed the screening test June 2024 Year 1 74% passed the screening test
Attendance	Attendance is currently 96% which is above national. We have sent out home school agreements and monitor attendance again – sending letters to parents and offering TAF and early help where required.
Use of funding to support more children achieving ARE in writing from disadvantaged backgrounds.	DHT used to support in class and in small groups to support and challenging in writing particularly. Children gained vocabulary and knowledge on how to use this in work. Adaptations were also more visible on how to support SEND pupils access the curriculum. Pre teaching is being used for interventions and TAs are being coordinated to take groups every afternoon for small group interventions. SENDCO has produced a programme and she is also starting a move to learn programme. School Led Tutoring is in place again this year to support catch up and using the NTP funding from the DFE.