

Stanley Primary School- Pupil premium strategy statement

This statement details our school's use of pupil premium for the academic year 2024-25 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	Stanley Primary School
Number of pupils in school	581
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jane Murphy (Headteacher)
Pupil premium lead	Jane Murphy
Governor / Trustee lead	Shellie Bee, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 220,520
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	£ 220,520

Part A: Pupil premium strategy plan

Statement of intent

At Stanley Primary School, our goal is for all pupils, regardless of their background or challenges, to make significant progress and reach their full potential across all subjects. Our pupil premium strategy is designed to support disadvantaged pupils in achieving this goal, including those who are already high attainers.

Central to our strategy is the emphasis on high-quality teaching, as it is the most effective way to close the attainment gap for disadvantaged pupils while simultaneously benefiting their non-disadvantaged peers. Our intended outcomes reflect our commitment to sustaining and improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

As highlighted in our recent OfSTED report (November 2023), "The school strives to achieve its value of aiming high for pupils in all aspects of school life. This is reflected in the high ambition that the school has for pupils, including those with special educational needs and/or disabilities. Pupils embrace the learning opportunities that the school provides for them. Many pupils leave the school well prepared for their next stage of education."

Our approach is adaptive to both common challenges and individual needs, informed by teachers' ongoing assessments rather than assumptions about the effects of disadvantage.

To ensure our strategies are effective, we will:

- Challenge disadvantaged pupils with the work they are set.
- Intervene early when a need is identified.
- Foster a whole school approach where all staff are responsible for the outcomes of disadvantaged pupils and maintain high expectations for their achievements.

Challenges

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

Challenge number	Detail of challenge
1	Assessments (Reception baseline data/WellComm 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. This impacts on Reading and Writing ELG and the overall GLD.

	This was evident in July 2024 assessment data for the end of Reception data.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their development as readers and writers.
3	National studies indicate that the education of disadvantaged pupils was impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially across the core subjects, predominantly in maths and writing.
4	National evidence indicates that following the full reopening of schools, many children have experienced challenges with well-being and parental engagement, with disadvantaged children being disproportionately affected. Consequently, several of our pupils in need of additional well-being and pastoral support.
5	Pupil attendance continues to be a challenge and disproportionately amongst the disadvantaged pupils in school. This includes pupils arriving to school on time.

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
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 and ongoing formative assessment. Voice 21 programme is in place and the impact can be evidenced during learning walks, pupil voice and through consultancy reports.
Improved attainment in the Y1 phonics screening	2024/2025 outcomes are at least in line with Year 1 phonic screening national attainment for non-disadvantaged pupils.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 are in line with national attainment for non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Year 4 Multiplication tables check outcomes are at least in line with non-disadvantaged pupils nationally. KS2 maths outcomes in 2024/25 are in line with national attainment for non-disadvantaged pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • reduction in the number of concerns raised by staff and parents regarding pupil's mental health and well-being. • Sustain opportunities for extra-curricular clubs which are free or of low cost
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the attendance of all pupils including the disadvantaged exceeds or meets the national average. • the percentage of pupils who are persistently absent is below the national average. • Number of children who are late is reduced.

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: £ 165,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Further develop quality first teaching, high quality curriculum and assessment which responds to the needs of our pupils.</u> <u>Communication and Language:</u> Speech and language therapy provided onsite for individuals and small groups (External provider-The Language Tree) Speech and language intervention provided through WellComm trained teaching assistants	There is clearly medical evidence that interventions from trained registered speech and language therapists have significant impact. EEF evidences in their oral language intervention study that approximately 6 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions A consistent level of good provision in terms of the environment, practice and assessment for learning practice supports our children to develop their communication and language, reading and writing. EEF Toolkit evidence - Evidence consistently shows that communication and language approaches benefit young children's learning. Some studies also often report improved classroom climates, fewer behaviour issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3

Staff training – Stanley are registered as a Voice 21 school - staff will receiving training on implementing the Oracy framework.		
Purchase of RWI online blended training package to support the teaching of systematic synthetic phonics Ongoing CPD provided through the English Hub and RWI consultant for both Voice 21 and RWI	EEF report Improving Literacy at key stage 1 recommendation 3 – effectively implement a systematic phonics programme https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF toolkit evidence shows +5 months progress for a low implementation cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
<u>Further develop quality first teaching, high quality curriculum and assessment which responds to the needs of our pupils.</u> Termly data monitoring and	EEF toolkit evidence: Feedback – Very high impact for very low cost based on extensive evidence +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Meta-cognition and self-regulation - Very high impact for very low cost based on extensive evidence +7 months	2,3

progress discussions Teacher intervention/TA intervention groups targeted to address gaps in learning for those to achieve good progress/higher standard at end of key stage 2 Regular learning walks and monitoring of pupil behaviour and work by subject leads DHT/AHT not class-based to provide monitoring and coaching support to teachers/teaching assistants and providing on-going CPL. Quality feedback and marking provided during lessons to further progress – EEF toolkit research finding to inform improved marking and feedback policy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Reading comprehension strategies - Very high impact for very low cost based on extensive evidence +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Teaching assistant interventions – moderate impact for moderate cost +4months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Continuous professional learning (including mentoring and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics (NCETM) drawing on evidence based approaches.	3

coaching) to support the implementation and consistency of evidence-based approaches. Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and monitor its implementation through collaboration with the maths hub.	EEF Improving mathematics in KS2 and KS3 and Gov.uk maths guidance Key stage 1 and 2.	
To improve the teaching of social and emotional learning through the PSHCE curriculum	There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life. EEF evidence moderate impact for low cost +4 months. https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5

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

Budgeted cost: £33,078

Activity	Evidence that supports this approach	Challenge number(s) addressed

Speech and language therapy provided by The Language Tree (External Provider) Intervention sessions in precision phonics/WellComm and early reading provided by our teaching assistants	EEF Teaching and Learning, phonics strand and EEF Improving Literacy in key stage 1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. EEF evidences in their oral language intervention study that approximately 6 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
SEND teaching assistants working under the direction of the SENDco (non-class based) to target support for PP who have SEND.	EEF evidence - Teaching assistant interventions – moderate impact for moderate cost +4months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Intervention groups delivered in maths and English to fill gaps in learning	EEF evidence - Teaching assistant interventions – moderate impact for moderate cost +4months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3

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

Budgeted cost: £22,052

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<u>Supporting pupil's social and emotional needs</u> Pupil engagement officer and school home support officer to work alongside disadvantaged pupils and their families to support children socially and emotionally.	There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life. EEF evidence moderate impact for low cost +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF evidences Behaviour interventions with moderate impact for low cost +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF evidences parental engagement with low cost and moderate impact +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Our evidence demonstrates that working with our children individually and in groups supports our children to access school and the curriculum.	4,5
DHT non-class based to work alongside PWO to identify pupils at risk of PA/low attendance and provide support through external agencies/home-school support	Extensive research demonstrates improved attendance equals improved outcomes for children. EEF evidences parental engagement with low cost and moderate impact +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Curriculum drivers	EEF evidence demonstrates that arts participation has moderate impact for low cost +3 months	4,5

focused around community, opportunities, character and challenge to build on our Stanley values – one of which is resilience (Integral to curriculum and ethos of school)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF research evidences Outdoor and adventurous learning as having a positive impact There is extensive evidence associating childhood (SEL) with improved outcomes in school and later life. EEF evidence moderate impact for low cost +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Provide a wide-range of visitors/activities to enhance the curriculum that are new/out of reach experiences for many of our PP children	EEF evidence demonstrates that arts participation has moderate impact for low cost +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF research evidences Outdoor and adventurous learning as having a positive impact EEF evidence demonstrates that physical activity has positive outcomes on children's health and well-being in addition to a low impact for low cost on actual academic attainment.	4,5

Total budgeted cost: £ 220,520

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.

Impact 2023-2024

This details the impact that our pupil premium funding had on pupils in the 2023 to 4 academic year.

Our assessments during the 2023/24 academic year suggest that the performance of disadvantaged pupils has increased in the majority of our end of key stage measures. We are still experiencing the impact of the Coronavirus pandemic, which disrupted school on a daily basis.

The impact of isolations on our pupils was most detrimental to our disadvantaged pupils. Although remote learning was available and devices were provided, the vast majority of disadvantaged families struggled to support remote learning for a variety of reasons. Covid has impacted on the mental health and well-being of our pupils and families, most noticeably through families needing early help intervention, particularly around the behaviour of our pupils within the home.

Our pupil engagement officer, pupil welfare officer, school-home-support practitioner and our DSL have developed provision to our families ensuring that we offer support, guidance and sign-posting to our families in need. All staff have also received training on trauma to help them support our families' needs. We also continue to have a strong working relationship with our Primary Mental Health Worker who provides ongoing CAMHs drop in sessions for our families to attend.

Teaching (CPD, recruitment and retention)

Activity	Impact
Speech and language therapy onsite/use of Wellcomm	All disadvantaged pupils who attended speech and language sessions have been discharged and no longer require speech and language intervention.
RWI blended online package/CPD support	Staff continue to be able to utilise high quality CPD through the blended package/English hub sessions and RWI consultant

through RWI/English hub	Year 1 Phonics attainment (June 2024): Whole cohort 88% (8 percentage points above national average) PP: 71% children attaining the pass mark or above, which is 3 percentage points above the national average for PP Year 2 Phonics attainment (June 2024): 98.6% PP: 50% children attaining the pass mark (1 out of 2 pupils)
Extra teacher in Y6 to provide attainment setting in Maths	Children are able to access work targeted at their level. (Unvalidated results Sept 2023) 61% of our PP children attained the KS2 national standard in reading 67% of our PP children attained the KS2 national standard in mathematics. 58% of our PP children attained the KS2 national standard in writing.
Enhancement of our mathematics curriculum planning and teaching – release of maths subject team to carry out school self-evaluation and release time to plan for direct impact	Staff were released to carry out SSE – findings led to INSET for staff on curriculum planning – adapting to the needs of the children and catering for the range of abilities. The maths curriculum will continue to be evaluated and improvements will continue to be implemented with input from CPL through the Maths hub and our experienced maths subject leaders.
Improve the teaching of social and emotional learning through the PSHCE curriculum	Children receive weekly PSHCE/RSE lessons ensuring that teaching meets the current DfE statutory requirements and allows our staff to be flexible in the delivery of materials appropriate to the needs of our children.
Targeted academic support (tutoring, one-to-one support, structured interventions)	
Activity	Impact

Intervention sessions in precision phonics and early reading	All but one of our disadvantaged pupils who received precision phonics teaching in Year 2 passed their phonics screening by June 2024.
School-led tuition – maths and English	Tuition has again taken place in Y6 focussed primarily on small group tuition. Children received support in building their knowledge of mathematical and Literacy skills, concepts and knowledge that required 'catch-up', still as a result of the Covid-19 lockdowns. These sessions supported the children to be able to better access the curriculum.
Ongoing intervention delivered in maths and English	Our teaching assistant team delivered short interventions throughout the school day supporting children in maths, reading and writing. These sessions were planned by teaching staff as a direct result of children struggling to access the maths and English curriculum for their year group.

Wider strategies

Activity	Impact
Pupil engagement officer, teaching assistant and home-school-support officer to work alongside disadvantaged pupils and their families	Support is provided on an ongoing basis to our pupils who needed social, emotional and mental health intervention to ensure they can access school positively on a daily basis.