

Pupil premium strategy statement – Stoke by Nayland C of E Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	44 (+1 Nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kelly McGrath
Pupil premium lead	Kelly McGrath
Governor / Trustee lead	Karen Harman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,275
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,275

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Quality of teaching for all pupils
2	Achievement / ability in core subject areas, particularly reading and phonics, is a barrier to learning
3	Speech, language and communication needs, including limited vocabulary
4	Retention of concepts and recall of previous learning
5	Social, emotional and mental health needs and pupils' readiness to learn
6	Parental engagement
7	Access to learning and enriching experiences

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
The quality of teaching and learning in core subjects is of a high standard.	Average progress of pupils at least matches national average progress from starting points in reading, writing and maths. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
The quality of phonics and early reading provision is of a high standard. Pupils read	The overwhelming majority of pupils pass the phonics screen.

fluently and draw on explicitly taught phonic and comprehension strategies to support their reading.	The overwhelming majority of pupils achieve the expected standard in reading.
Pupils' emotional needs are met and they are ready to access learning.	Thrive assessments / SDQ scores show pupils are more regulated. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.
Pupils are included and able to access the school's full provision.	Club attendance registers show that those eligible for pupil premium attend clubs, trips and enrichment activities at similar levels to non-pupil premium peers.

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: £ 470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve phonics teaching and 'early reading' through English Hub audit and support. Training for staff in validated phonics scheme. New phonics books (partially funded by English Hub). English Hub training on 'Reading for Pleasure' to motivate all pupils. Focus on explicit teaching of key skills for reading comprehension. Training, release and new books to be taken from General Annual Grant. Subscription to 'Phonics Play' £100 to help all pupils access resources / activities</p>	<p>EEF research shows high impact for very low cost for homework</p> <p>EEF research shows high impact for very low cost for phonics improvements</p> <p>EEF research shows very high impact for very low cost for reading comprehension strategies</p>	1, 2, 4, 7

and to provide homework.		
Embed maths 'mastery'; develop teaching and pupils' fluency through the Mastering Number programme. Training, release and new resources to be taken from General Annual Grant. 'Times Tables Rock Stars' £140 and 'Mathletics' £230 to help all pupils access resources / activities and for additional intervention and homework.	EEF research shows high impact for very low cost for homework EEF research shows high impact for very low cost for mastery learning	1, 2, 4, 7

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

Budgeted cost: £ 5,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group tuition £2,000	EEF research shows high impact for moderate cost for 1:1 and moderate impact for low cost for small group tuition	2, 3, 4
Teaching Assistant support through targeted interventions, including speech & language, phonics, handwriting and vocabulary building £3,420	EEF research shows moderate impact for moderate cost for Teaching Assistant interventions; very high impact for very low cost for reading comprehension strategies; very high impact for very low cost for oral language interventions	2, 3, 4

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

Budgeted cost: £11,800

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

Thrive training for practitioners, senior leader and whole-staff + Thrive Practitioner time to undertake interventions + funding to develop the Thrive space £4,900 + £2,280 + £280	EEF research shows moderate impact for very low cost for social and emotional learning	5
Access to extended school provision and clubs £980	EEF research shows moderate impact for very low cost for arts participation; low impact for low cost for physical activity	7
Free or subsidised access to educational visits £700	Monitoring, such as pupil perceptions and surveys, that shows impact of educational visits	7
Access to instrumental music lessons for all pupils £2,660	EEF research shows moderate impact for very low cost for arts participation	7

Total budgeted cost: £ 17,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
THRIVE Training	THRIVE