"At Stradbroke, we expect every child to reach their full potential and we are committed to providing all children with opportunities for lifelong learning."

Pupil Premium Strategy 2021-24

Stradbroke Primary School

S Nash/D Bavington

Pupil Premium Statement

This statement details Stradbroke Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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.
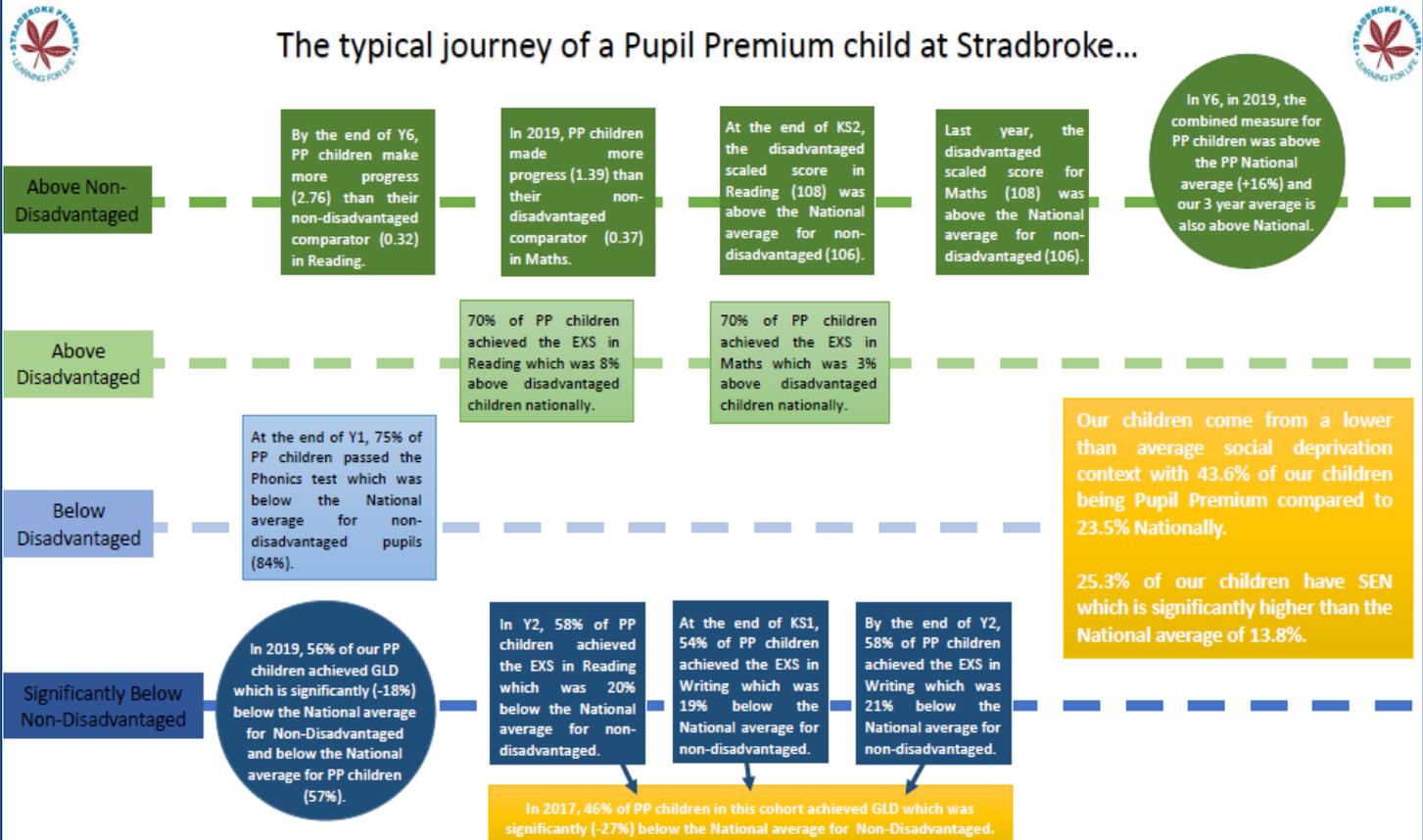
School overview

Detail	Data
School name	Stradbroke Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	171
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	27/9/2021
Date on which it will be reviewed	April 2023
Statement authorised by	Stephen Nash
Pupil Premium Lead	David Bavington
Governor Lead	Natalie Swallow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,230
Recovery premium funding allocation this academic year	£21,545
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	£366,430

Current attainment

KS2 2022 Results	National Average 2022	EXS for PP Stradbroke 2022	EXS for Non-PP National (PP National 2019)	Higher Standard Stradbroke PP 2019	Higher Standard National Non-PP (PP National 2019)	PP Progress Score Stradbroke 2019	Non PP Progress Score National (PP National)
Reading 85%	74%	85%	78% (62%)	41%	31% (17%)	2.76	0.3 (-0.6)
Writing 80%	69%	69%	83% (68%)	15%	24% (11%)	-0.74	0.3 (-0.5)
EGPS 88%	72%		83% (67%)	15%	41% (24%)	n/a	n/a
Maths 86%	71%	77%	84% (67%)	33%	32% (16%)	1.39	0.4 (-0.7)
Combined R.W.M 75%	65%		71% (51%)	4%	13% (5%)	n/a	n/a

The typical journey of a Pupil Premium child at Stradbroke…

Above Non-Disadvantaged

By the end of Y6, PP children make more progress (2.76) than their non-disadvantaged comparator (0.32) in Reading.

In 2019, PP children made more progress (1.39) than their non-disadvantaged comparator (0.37) in Maths.

At the end of KS2, the disadvantaged scaled score in Reading (108) was above the National average for non-disadvantaged (106).

Last year, the disadvantaged scaled score for Maths (108) was above the National average for non-disadvantaged (106).

In Y6, in 2019, the combined measure for PP children was above the PP National average (+16%) and our 3 year average is also above National.

Above Disadvantaged

70% of PP children achieved the EXS in Reading which was 8% above disadvantaged children nationally.

70% of PP children achieved the EXS in Maths which was 3% above disadvantaged children nationally.

Our children come from a lower than average social deprivation context with 43.6% of our children being Pupil Premium compared to 23.5% Nationally.

25.3% of our children have SEN which is significantly higher than the National average of 13.8%.

Below Disadvantaged

At the end of Y1, 75% of PP children passed the Phonics test which was below the National average for non-disadvantaged pupils (84%).

Significantly Below Non-Disadvantaged

In 2019, 56% of our PP children achieved GLD which is significantly (-18%) below the National average for Non-Disadvantaged and below the National average for PP children (57%).

In Y2, 58% of PP children achieved the EXS in Reading which was 20% below the National average for non-disadvantaged.

At the end of KS1, 54% of PP children achieved the EXS in Writing which was 19% below the National average for non-disadvantaged.

By the end of Y2, 58% of PP children achieved the EXS in Writing which was 21% below the National average for non-disadvantaged.

In 2017, 46% of PP children in this cohort achieved GLD which was significantly (-27%) below the National average for Non-Disadvantaged.

Part A: Pupil Premium Strategy plan

Statement of intent

> At Stradbroke, the ultimate objective of our pupil premium strategy is for all of our pupils to leave school with the essential skills, knowledge, understanding and behaviour so that they are equipped for secondary school and later life.

What prevents our disadvantaged pupils from achieving?

Our main focus is to try and address the key challenges that are preventing our disadvantaged pupils from attaining well: poor oral language; limited vocabulary; limited cultural capital; high levels of SEN; disrupted education due to Covid-19; and poor attendance (see Key Challenges for further context).

What are we doing about it?

With these key challenges in mind, we recognise that the most important aim of our Pupil Premium Strategy is to ensure that there is an effective teacher in front of every class. In order to achieve this, we have invested heavily in over-staffing teachers because we realise that pupil premium children are disproportionately affected by the quality of teaching. Over-staffing enables us to provide cover for CPD (e.g. delivering demonstration lessons, subject leadership development, ECT programme etc.) in order that we can target school improvement priorities which, in turn, improves the quality of education across school. It also ensures that not only do we have additional teachers to deliver targeted tuition in specific year groups; we also have our own in-house supply cover who benefit from our CPD (thus ensuring high quality teaching and accountability) and are able to seamlessly provide cover across school as they already have strong relationships and knowledge of the children. Our internal supply programme is also utilised for sickness absence. (We are committed to not bringing in external supply teachers.)

We also acknowledge that one of the principle barriers to academic success at Stradbroke is poor speech and language: approximately 70% of our children work below age related expectations on entry and 62% of the children on our SEN register have speech and language difficulties – many of whom access specialist provision (pronunciation support etc.). For this reason, we use the curriculum to teach and infuse a rich vocabulary throughout – attempting to teach at least 400 new words per year group in an effort to not leave the assimilation of language to chance. A language rich curriculum forms the basis for children developing better reasoning skills, greater inference and pragmatic abilities. The more words our children can use in the right context, the more academic success they will have and in turn the greater their chances of employment become during adulthood. Research also suggests that greater language improves adult mental health as well, further underlining its importance to our school priorities.

Within our community, we are also aware of the damaging impact of low aspirations and apathy towards education, particularly amongst disadvantaged learners. For this reason, teachers plan with five key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum and help focus personal development opportunities on the areas that we feel our children need the most help with in order to be successful in later life. They are: Innovation, Experience, Culture, Community and Aspiration which embody our school motto of 'Lifelong Learning'. We also understand the

importance of providing a real purpose to all learning opportunities. Examples from last year include: Y6 showcasing and selling 'Conflict' artwork in our school gallery, Y4 performing brass music compositions to the wider community, Y5 publishing their animal non-chronological reports by building their own websites and the IR creating scenes of London through their DT sequence, Levers and Pulleys.) Alongside this, we aim to ensure that achievements are routinely celebrated in order to build confidence, self-esteem and in turn aid character development.

See Part B for a review of the last Pupil Premium Strategy.

What are our key principles?

1. The Pupil Premium will be used to ensure disadvantaged pupils access excellent, inclusive teaching and learning every day.
2. Early intervention: we will use funding to address the needs of pupils as early as possible and focus on gaps in learning. End of key stage outcomes are a by-product of this approach.
3. An excellent education and the highest expectations for all, regardless of background or barriers to learning.
4. The Pupil Premium will support improved attainment, raised expectations and readiness for life and learning.
5. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility' and impact on curriculum equity.

https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show children enter school with lower than average starting points (Approx. 80% of children are below typical entry levels). They also have low levels of speech and language development.
2	Our assessments, observations and discussions have identified a lack of confidence, low aspirations and limited understanding of the wider world for many of our disadvantaged pupils.
3	High levels of SEN, above average number of EHC Plans compared to national (particularly within the Integrated Resource).
4	Our assessments, discussions and observations with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial closures due to Covid-19. These findings are backed up by national studies.

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
Pupil Premium children to make rapid progress compared to starting points.	• End of key stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally.
Improved vocabulary for disadvantaged pupils.	• Writing results show a reduced attainment gap (below 5% EXS and OTHS) between disadvantaged pupils and their peers. • Reading test scores show a reduced attainment gap (below 5% EXS and OTHS) between disadvantaged pupils and their peers. • External school improvements support verifies this in pupils' day to day learning and through conversations with pupils.
Excellent opportunities for personal development for all (including disadvantaged) children.	• Pupils have access to a wide, rich set of experiences. • Opportunities for pupils to develop their talents and interests are of exceptional quality.

	- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this.
Improved attendance for disadvantaged pupils.	- Attendance above 96% - Reduce PAs

Activity in this academic year (2022-23)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £228,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over-staffing: Internal Supply cover *In-house cover programme to cover absence and enable teachers to be released for CPD.*	• Ensure there is an effective teacher in every class who knows the children and how best to support them. Teachers who know the school and attend our CPD are more likely to be effective practitioners. • Disadvantaged learners are disproportionately affected by quality of teaching. https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf	1, 3, 4
Over-staffing: Teachers/SLT released for CPD *WalkThrus Maths Concepts Knowledge Organisers EYFS and Music curriculum mapping Language Development Phonics*	• Evidence indicates that explicitly teaching meta-cognitive strategies to plan, monitor and evaluate specific aspects of learning can be effective (+7 months EEF). • 30m word gap by age 4. • There is a direct correlation between vocabulary and mental health as well as academic success. • Retrieval practice and space repetition are two well-researched, effective teaching strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf http://pdf.retrievalpractice.org/SpacingGuide.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 4
Over-staffing: Subject Leadership Development *Provide cover when monitoring, evaluating and developing teaching (Subject Leadership Time, Progress Meetings, Deep Dives, Learning Walks etc.).* *Evaluating the implementation and impact of strategies.*	• Provide a broad and balanced curriculum which develops cultural capital (linked to our key drivers). • Build capacity amongst senior and middle leadership teams to effectively lead (plan, mentor, coach, monitor and evaluate) their subject area. • Progression of knowledge, skills and concepts is a key priority for the school. http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/school-time-knowledge-and-reading-comprehension https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf	1, 2, 3,

PP focus on all action plans.		
Over-staffing: Instructional Coaching Programme *In-house cover programme which enables teachers to be released to observe other teachers and share practice.* *Targeted support around key SIP priorities (Improve teaching to 'Outstanding' across all areas of the curriculum through CPD).*	• Teaching quality has a disproportionate impact on disadvantaged learners. Our top priority is to ensure there is an effective teacher in every class. • Being able to observe other colleagues and share practice is a key component in improving teaching quality. https://samsims.education/2019/02/19/247/	1, 2, 3, 4
Over-staffing: Coaching to Outstanding *In-house cover programme which enables teachers to be released for CPD.* *Focus on differentiating and level of challenge.*	• Our top priority is to ensure high quality teaching in every lesson across the curriculum. • Being able to collaborate with other teachers to plan, deliver and reflect on learning is a key component in improving teaching quality. https://www.cambridge-community.org.uk/professional-development/gswpo/index.html	1, 2, 3, 4
Over-staffing: ECT Training Programme *Bespoke training programme in order to ensure rapid progress for new staff (cover required).*	• Our top priority is to ensure high quality teaching in every lesson across the curriculum. • Evidence informed strategies from the Education Development Trust support the delivery of our bespoke ECT programme.	1, 2, 3
Over-staffing to help early intervention: Three additional teachers to support Reading, Writing and Maths *(Y1, Y2 and Y4 – 0.6 contracts)*	• Small group tuition targeted at specific learning needs – prevent gaps in knowledge at an early age (long-term strategy). • Reducing class size - allows the class teacher to target priority children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3, 4
Over-staffing: Additional SEN teacher *(KS2 - 0.6 contract)*	• Small group tuition targeted at specific learning needs (Pre-Key Stage children accessing the Birmingham Toolkit and working towards tailored targets. • Reducing class size - allows the class teacher to target priority children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3, 4
Over-staffing:	• Small group tuition targeted at specific learning needs.	1, 2, 3, 4

Additional teacher to support Maths and Reading (Y6 - 0.8 contract)	• Reducing class size - allows the class teacher to target priority children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
Prioritise staff wellbeing Reduce teacher workload High challenge, low threat approach Time for additional duties and family commitments	• Disadvantaged pupils are disproportionately impacted by high staff absence/turnover. • Staff performance improves if morale is strong. https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf	1
Birmingham Toolkit Training Package Bespoke curriculum package aimed at assessing, planning for and teaching children working considerably below the EXS. Time afforded for the SENCo to attend training, support class teachers, evaluate current practice and provide targeted support for teachers and children who need it.	• Better understanding of assessment and planning will lead to an improved quality of teaching for children working significantly behind the rest of their cohort.	1, 2, 3
Engagement Model Implementation of a new assessment system for children with severe and complex learning needs.	• Specific teaching and assessment tool to help support children working below the level of the national curriculum. • Pupil centred approach which focuses on their abilities rather than disabilities.	3
Evaluating the effectiveness of the PP Strategy Dedicated time for SN/DB/LA to evaluate the progress of PP initiatives.	• Monitoring the implementation of our strategy and ensuring its effectiveness. • Adapting the strategy where necessary to improve its quality.	1, 2, 3, 4
Bespoke CPD Package for TAs WalkThrus Self-scaffolding Model Coaching Intervention training	• TAs not used as an informal teaching resource for low attaining children. • Use TAs to develop independent learning skills. • Use TAs to deliver high quality one-to-one and small group support using structured interventions. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_RecommendationsSummary.pdf	1, 3

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

Budgeted cost: £42,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
A TA in every year group to deliver same day interventions (gap-filling) and pre-teaching. *Targeted in-class support for vulnerable children.*	• High quality one-to-one interventions and gap-filling. • Integrating learning between interventions and the classroom is effective practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Time afforded for SENCo/DHT/AHT to evaluate interventions *Ensure interventions are having the desired impact.*	• Evaluating the effectiveness of interventions, providing further CPD for staff, changing interventions if they are not working.	1, 2, 3, 4, 5
Speech and Language Therapist *Targeted early intervention for children who require extra language skill support.*	• Specific, targeted oral language interventions. • One-to-one support and additional training/resources for teachers to support learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4
TA - IDL *(Resources and CPD for staff)* *High quality, time-limited literacy intervention for children with dyslexic tendencies.*	• High quality, small group intervention. • Children made rapid progress last year using this approach (+6 months internal data). https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research	1, 3
Spelling Shed *Tailored spelling intervention.*	• High quality, small group intervention.	1, 3
TA - Project X Reading Programme *(Resources and CPD)*	• High quality, small group oral intervention (targeted reading) • Children made rapid progress last year using this approach (+5 months - internal data)	1, 2, 3
TA - Lego Theraplay *(Resources and CPD for staff)*	• Social and emotional learning to improve decision-making, interaction and self-management skills.	1, 2, 3, 4

SEMH support for our most vulnerable children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	

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

Budgeted cost: £94,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular activities *Nurture, develop and stretch pupil's interest.* *Equal opportunities for all.* *Increased and more diverse after-school club offer.*	• Learning goes beyond narrow academic outcomes. Building independence, self-belief, resilience etc. • Disadvantaged pupils play an active role in wider school life. https://www.childrensuniversity.co.uk/media/1375/summary-of-state-of-the-nation-learning-beyond-the-classroom-in-2021.pdf	2
Subsidising trips *Links established with parents, the local community, charities, businesses, further education and religious places of worship.*	• Learning outcomes have a clear purpose beyond the academic, vocational or technical to provide opportunities for broader development. Building cultural capital.	1, 2
Provide a wide and rich set of experiences in the curriculum that nurtures, develops and stretches pupil's interests and talents. *Gifted and talented groups.* *External visitors.* *Theatre Groups.*	• Learning goes beyond narrow academic outcomes. Building independence, self-belief, resilience etc. • Every subject links to our key curriculum drivers: aspiration, innovation, experience, culture and community. Within which, opportunities that nurture, develop and stretch pupil's interests and talents and planned for and evaluated.	2
Children's University *Participation in extra-curricular activities has proven to be linked with improved academic progress.*	• Learning goes beyond narrow academic outcomes. Building independence, self-belief, resilience etc. • Disadvantaged pupils play an active role in wider school life. https://www.childrensuniversity.co.uk/about-us/the-difference-we-make/	2
Rewards for attendance *£10 each week for each phase for a child with 100% attendance* *£10 for the winning class*	• A deep understanding of children and their families is crucial to improving attendance. • Analyse data and build an understanding of why children don't attend school. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	5
Time for Attendance Officer to monitor	• A deep understanding of children and their families is crucial to improving attendance. • Analyse data and build an understanding of why children don't attend school. -	5

Time for Attendance Officer to liaise and provide pastoral support for families	https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	
PP Free Breakfast Club *Extra-curricular care for our most vulnerable children ensuring they have a healthy start to the day.*	• Children have a healthy breakfast. • Ensuring a calm and settled start to the day.	3
Zoe Wilson (Locality SENCo support) *Personalised learning through high quality IEPs.* *Early intervention - learning assessments - in order to ensure support is effectively targeted.*	• Our top priority is to ensure high quality teaching in every lesson across the curriculum for all children. • Personalised learning for children with SEN helps ensure they can access their learning and make progress. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf	3
Inclusion Manager *Bespoke SEMH interventions and pastoral support.*	• Social and emotional support to improve decision making, interaction and self-management skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Maria Sellars Counselling/Mental Health Support *Provide support for our most vulnerable children from outside agencies and CPD for existing staff.*	• Social and emotional support to improve decision making, interaction and self-management skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Total budgeted cost: £366,430

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 2021 to 2022 academic year.

In November 2020, we had a Pupil Premium Review with Marc Rowland. Below are key highlights from his findings:

- There is a great deal of promise in the school's Pupil Premium strategy. It is well planned and set out over a sustained period of time. It focusses on improving pupils as learners. The breadth, depth and research evidence in the plan are impressive.
- The focus on addressing disadvantage in all aspects of the curriculum is a significant strength. It means that the theory of change the strategy is based on is sound.
- The plan does not need additional activities.
- Teachers had a very good understanding of the schools' strategy for addressing disadvantage. They understood the impact of disadvantage on learning, and how issues such as language development, SEMH and self-belief are interlinked.
- Pupils sometimes struggled to articulate what learning strategies they might have when coming up against a difficult task (metacognition). Senior leaders may wish to consider whether this is a wider issue for disadvantaged pupils.

Findings from data:

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
n/a	