



## • Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2021 to 2022 academic year 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	Stramongate School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	21-22 to 24-25
Date this statement was published	December 21
Date on which it will be reviewed	July 22
Statement authorised by	Mr. M. Beresford
Pupil premium lead	Mrs. Alston-Hewitt
Governor / Trustee lead	Mrs. V. Pimblett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,080.00
Recovery premium funding allocation this academic year	£9,280.00
School-Led Tutoring	£7,087.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,746.00
<b>Total budget for this academic year</b>	<b>£121,193.50</b>



## Part A: Pupil premium strategy plan

### Statement of intent

- At Stramongate it is our aim to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. We are committed to ensuring that no child is left behind and is given every opportunity to achieve and succeed. The attainment and progress of disadvantaged pupils is regularly monitored and tracked to ensure that gaps identified between themselves and their peers are closed.

### Challenges

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

Challenge number	Detail of challenge
1	<b>General life experiences and opportunities</b> for some children are limited.
2	The <b>attainment gap in Reading, writing and Maths</b> has widened for some children due to the disruption of Lockdown 1 & 2 - Covid-19
3	Some children have <b>emotional and social difficulties</b> which have a detrimental effect on academic progress.
4	<b>Attendance</b> for some children is lower (including repeated short-term illness)
5	Our disadvantaged pupils start school with below average speech, language and communication.

### 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 provide disadvantaged pupils with high quality enrichment opportunities	<ul style="list-style-type: none"> <li>A carefully planned enrichment calendar for all classes is developed each year to enrich the curriculum.</li> <li>All pupils have the opportunity to participate in a residential visit away from home during their time in KS2</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils draw on their experiences and this has a positive impact on their curriculum learning.</li> <li>• Establish Forest School Provision and outdoor learning opportunities</li> </ul>
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils in combined attainment. This is in conjunction with the School Development Plan.</p>	<ul style="list-style-type: none"> <li>• Targeted tutoring for identified pupils who have fallen furthest behind</li> <li>• The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups.</li> <li>• The progress measure for disadvantaged pupils is in line with National</li> </ul>
<p>To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward</p>	<ul style="list-style-type: none"> <li>*Reduction in poor behaviour/bullying</li> <li>*Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Pupils access counselling in school if they require it</li> <li>• Children are equipped with the skills to 'cope', learn and make progress academically.</li> </ul>
<p>To ensure that disadvantaged pupils' attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' attendance % increases on a 3-year trend</li> <li>• Gap between disadvantaged attendance and non-disadvantaged attendance narrows</li> <li>• Disadvantaged pupils attend regularly and are punctual.</li> <li>• Number of disadvantaged pupils classed as PAs decreases.</li> <li>• Parents of disadvantaged pupils engage with school processes to support them</li> </ul>
<p>To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.</p>	<ul style="list-style-type: none"> <li>• All EYFS pupils to be assessed regularly.</li> <li>• The percentage of disadvantaged pupils reaching the Communication and Language early learning goal is in line with their non-disadvantaged peers.</li> <li>• Disadvantaged pupils finish EYFS ready to move on to Key Stage 1</li> </ul>

## 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: £28,287.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two additional Teaching Assistants to work within Year 3/4 and 5/6 to provide support to key groups of pupils</p> <p>Budgeted cost: £12,557.40</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	2,3
<p>Reception support</p> <p>Budgeted cost £10,862.60</p>	<p>Early Intervention is important. Identify the need and put in the appropriate provision as soon as possible</p>	2,3,5
<p>Delivery of IDL (Indirect Dyslexia Learning)</p> <p>Budgeted cost: £199.00</p>	<p>The results of the 2018 Lancaster University study are similar to the previous findings and shows the flexibility and robustness of the IDL Intervention. This research confirms that recent changes and updates made to the programme have been positive and IDL Literacy continues to be a proven solution for improving learners' reading and spelling ability.</p>	2,
<p>Mapped enrichment activities for every class.</p> <p>Budgeted cost: £2,668.00</p>	<p>At Stramongate we recognise that many of the children do not access activities that will broaden their cultural experiences. Experiences and enrichment opportunities are</p>	1,3,4



	carefully mapped by the whole staff team to enhance the curriculum.	
High quality CPD for teachers and TAs  Budgeted cost: £2,000.00	Teachers and Support staff all feel more confident in delivering interventions when they have had access to high quality CPD. Staff regularly review the CPD that they have accessed and share best practice with other.	2

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

Budgeted cost: £20,654.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 Senior TA support for 1:1 and small group interventions for SLC  Budgeted cost: £7,096.00	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	5
KS1 & KS2 HLTA support for 1:1 and small group interventions in Literacy and Maths  Budgeted cost: £8,389.00	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	2



<p>Speech and Language intervention delivery to small groups - NELI,</p> <p>Budgeted cost: £160.00</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	5
<p>Daily access to Sensory diet for those that require it to enable them to calm and access the curriculum.</p> <p>Budgeted cost: £2,169.15</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	3
<p>Forest schools' provision for identified groups of children</p> <p>Budgeted cost: £1,000.00</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	1,3
<p>Garden Gang</p> <p>Budgeted cost: £2,000.00</p>	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes</p>	1,2,3

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

Budgeted cost: £73,476.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT to oversee attendance	Year on Year attendance of disadvantaged pupils is lower than their peers. Since giving attendance as a responsibility to a member of	2,4

# Stramongate Primary School Pupil Premium Strategy Statement

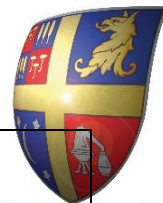


**Stramongate**  
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Budgeted cost: £11,705.70	SLT this has gap has begun to diminish. (Pre Covid)	
Early help meetings Budgeted cost: £27,789	Early Help is the response made when a professional identifies unmet needs with a child/family and works with other agencies to meet those needs. At this level of need an Early Help Assessment - Signs of Well-being and Success (EHA) should be completed with the child and family to identify, what is working well, what the worries are and what wellbeing and success would look like? A clear plan will be developed by the agencies with the family that is SMART and is focused on what success will look like for the child/ren.	1,2,3,4,5,
Trained counsellor in school 1/2 day per week  Budgeted cost: £5,500.00	As a school we identify that many of our children have ACES to deal with that affect the mental health and consequently their ability to access the curriculum. By addressing these early and providing counselling support children are able to move on and make progress in school	3
Free Breakfast club daily from 8.00am  Budgeted cost: £3,500.00	As a school we acknowledge that many of our families struggle with morning routine and often come to school either late, or without having had breakfast. Offering free breakfast club means that children have time to relax and eat before they start the academic school day.	1,4
Free school meals for pupil premium children not eligible for Free School Meals  Budgeted cost: £5,750.00	Children will be offered a hot, nutritious meal to ensure no child goes without food.	2,3
Lunch club Budgeted cost: £4,488.48	A quiet lunch club is offered to all children who may feel overwhelmed when eating in the school hall.	3
Musical instrument hire Budgeted cost: £500.00	Playing an instrument is encouraged. If hired the child can take instrument home and practise.	1
Free school uniform so that children are all wearing the correct	By giving out uniform to families, it allows everyone to feel that sense of belonging without the pressures of purchasing branded clothing	.1,3



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uniform and have a sense of belonging.  Budgeted cost: £200.00		
Sensory resources and room established  Budgeted cost: £100.00	Many children require sensory intervention to help them to self-regulate and enable them to learn. Designated sensory provision will allow pupils to access this more frequently.	3
Subsidised annual school residential visit for UKS2  Budgeted cost: £9,085.00	It has been recognised that many of our disadvantaged pupils are unable to access residential visits before leaving primary school. These experiences have helped children build resilience and self-confidence over the years. By subsidising these visits, they are accessible to all families	1,2,3
Management reporting to Governors  Budgeted cost: £500.00	Reporting information and data to the Governing body on a termly basis	2,4
KS1 Pastoral support  Budgeted cost: £1,898.00	School have signed up to the Governments 'kickstart scheme' The Kickstart Scheme is a UK Government initiative that provides funding to employers to create jobs for 16 to 24 year olds on Universal Credit.	2,3

**Total budgeted cost: £122,578.00**





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.

AIM	REVIEW
To ensure that Disadvantaged pupils make rapid progress towards catching up missed learning following the COVID 19 school closure	Due to further Covid lockdown and disruption, disadvantaged pupils continue to be working below their no disadvantaged peers. Closing the gap will continue to be high priority over the next 3 years.
To ensure that attendance of Disadvantaged pupils is high priority and that it is targeted in line with National attendance data	No National data to compare
To ensure that enrichment remains at the heart of our curriculum despite COVID restrictions	The enrichment calendar had to be adapted in 2020-2021 in line with national restrictions. New enrichment map plotted for 2021-2022.
To provide nurture and sensory provision for pupils with SEMH needs	Numerous children accessing support to meet their needs. Staff note changes in some children's behaviour
To embed IDL throughout KS1 and 2 for identified children.	Not up and running fully until September 2021 due to the January lockdown disruption.