

# Pupil premium strategy statement – Studley Green Primary School Equa Mead

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	218
Proportion (%) of pupil premium eligible pupils	49% (108 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2025 This is the second year of a 3 year plan
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mr Edy-Berry
Pupil premium lead	Mrs Dawn Cottle
Governor / Trustee lead	Mrs Alison Tyas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,230
Recovery premium funding allocation this academic year <i>Recovery premium received in the academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 158,230

# Part A: Pupil premium strategy plan

## Statement of intent

At Studley Green, the aim of our curriculum is to give **all** our pupils a rich, meaningful, purposeful education that engages and enthuses pupils.

Our curriculum aims to set children up on their quests to become lifelong learners who strive for success and to flourish 'beyond expectation'.

We aim to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. Also to develop not only their academic skills but also their self-esteem, development of themselves, their world and those around them. Additionally, we have designed our curriculum (and environment) to maximise the opportunities for our children to engage in physical activity and to take responsibility in becoming healthy and active.

We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support. This is true of all of the children within our school, including those PP children and in our resource bases. When making decisions about using our Pupil Premium funding we consider the context of the school and the subsequent challenges we face (SDP), research conducted by EEF around different strategies and its value for money.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure children are secondary-ready by the end of Year 6

## Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language development on arrival at school

2	Narrowing the attainment gap across Reading, Writing, Maths
3	Attendance and Punctuality issues.
4	Small core group of children who have trouble regulating and working within boundaries
5	Poor parental engagement

## 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
Linked to challenge 1: <b>To improve the standards of spoken language and use of vocabulary.</b>	By the end of EYFS, >80% of children who are disadvantaged achieving green on WELCOMM
Linked to challenge 2: <b>To improve the standards in Phonics and reading.</b>	>75% (80%) of children who are disadvantaged pass the phonics screening check in Year 1 (100%) of children who are disadvantaged to pass th phonic screening check in Year 2 >60% (70%) of children who are disadvantaged achieve the expected standard or above by the end of KS1 >60% (65%) of pupils achieve the expected standard or above by the end of KS2
Linked to challenge 2: <b>To raise the standards in writing.</b>	All pupils to be able to write for an appropriate purpose and audience: >60 % (70%) of pupils achieve the expected standard or above by the end of KS1 >60 % (65%) of pupils achieve the expected standard or above by the end of KS2
Linked to challenge 2: <b>To raise the standards in maths.</b>	All pupils to reason mathematically to good effect, applying confident fluency of maths facts: >60 % (75%)of pupils achieve the expected standard or above by the end of KS1 >60 % (75%) of pupils pass the times tables check in Y4 >60 % (75%)of pupils achieve the expected standard or above by the end of KS2
Linked to challenge 3: <b>To continue to Improve attendance and punctuality.</b>	Continue to have no gap between FSM and all pupils' attendance with all >national

	Reduce FEx and PEx to <national for those in receipt of PP
Linked to challenge 4: <b>To reduce the small core group of children who have trouble regulating and working within boundaries</b>	A reduced number of children escalated to red while in learning situations linked to our behaviour policy. Qualitative data of children from discussion with staff and children of evidence of improvement of emotional regulation and development.
Linked to challenge 5: <b>To increase parental engagement.</b>	More enrichment and family based learning offered at school Inclusive school - celebrating individuality >80% of PP parents engage with school

( ) - is mainstream

## 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: £ 64,069.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Purchase and implementation of Mastering number Programme (training and teaching of fundamentals in maths EYFS, Y1, Y2 and 1 Resource Base</b>	<a href="#">EEF Improving mathematics in EYFS and KS1</a> <a href="#">Mastering number</a> This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	Challenge 2

<p><b>Purchase and implementation of standardised diagnostic tests (NFER)</b></p> <p><b>Teacher use the data to understand and tailor the learning to support disadvantaged learners within the classroom</b></p>	<p><a href="#">The benefits to NFER diagnostic tests</a></p> <p>High quality, standardised diagnostic assessments such as NFER Tests can offer teachers a panoramic view of each of their pupil's strengths and areas needing improvement, helping teachers to establish a clear picture of areas of difficulty or potential misconceptions that could have emerged throughout pupils' learning .</p> <p><a href="#">EEF diagnostic assessment</a></p>	<p>Challenge 2</p>
<p><b>Sounds write</b></p> <p><b>Soundwrite training: Continued training of new members of staff to develop the Sounds write programme and resources. Support lower Key stage 2 staff to implement a consistent phonic intervention for those who do not pass the phonic screening check in Year 2</b></p> <p><b>EQUA Mead Trust reviews and collaborative working supports the development of teachers and leaders</b></p>	<p><a href="#">EEF finding</a> EEF (+5months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>We are refining the teaching of this programme which is school wide.</p>	<p>Challenge 1 and 2</p>
<p><b>CUSP curriculum</b></p> <p><b>Purchase, train and support all staff to deliver a varied and cumulative curriculum</b></p> <p><b>EQUA Mead Trust reviews and collaborative working supports the development of teachers and leaders</b></p>	<p><a href="#">Strong foundations in the first years of school</a></p> <p>Research is clear that high-quality <a href="#">early education</a> establishes the foundations for later success, including academic achievement, good health and well-being.<sup><a href="#">footnote 1</a></sup> While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.</p> <p><a href="#">CUSP</a></p> <p>CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit</p>	<p>Challenge 2</p>

	vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching. It also gives you, as school leaders, consistency and expectations. CUSP is unapologetically ambitious – it will not only improve outcomes for pupils, but also teacher subject knowledge.	
<b>Develop consistency across the school regarding daily maths 'Can you still', focussing on procedural key maths concepts</b>	EEF <a href="#">Improving maths in KS2 and 3</a>  This Guidance report refers to the importance of ensuring that pupils develop fluent recall of facts. That we should teach pupils to recognise and use mathematical structure and that children should develop their understanding while moving from the concrete, pictorial and then abstract.	Challenge 2

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

Budgeted cost: £ 20,229.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Wellcomm</b>  Training new member of Staff Assessment and planning for new cohort  Staffing for intervention in Y1	<a href="#">Strong foundations in the first years of school</a> Pg 7 - Children who begin school with the lowest starting points and those who start to fall behind are the most affected by weakness in curriculum, teaching and assessment  Pg 9 - Language is the bedrock of thinking and learning. It should be a priority in the curriculum. <a href="#">EEF findings</a> EEF (+6 months and +7 months in EYFS)  Children come into school with lower than expected language skills WellComm Early Years toolkits to enable quick and easy identification of children needing speech and language support, which can make a crucial difference to their confidence and attainment.	Challenge 1

<p><b>Improving communication</b> <b>Speech and language therapy</b></p> <p>Designated highly skilled TA to support children with their Speech and Language targets in Mainstream 1 to 1 focus time. Highlighting and communicating with teachers what can be done within class to reinforce and develop their speech.</p>	<p><a href="#">Best start in life: Part3</a></p> <p>Early literacy development gives children lifelong benefits. Stories, rhymes and songs help with children’s language and vocabulary development. They also develop children’s emotional understanding. Early literacy is linked to better academic achievement, mental well-being and empathy.</p> <p><a href="#">EEF finding</a> (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact ... this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Also individualised instruction evidence or 1 to 1 tuition</p>	<p>Challenge 1 and 2</p>
<p><b>Improvement of fluency in reading</b></p> <p>High quality, structured and time specific targeted catch up interventions</p> <p>Sounds Write - Trained TAs</p> <p>Reading Fluency Project - delivered by teachers</p>	<p><a href="#">Sounds Write</a></p> <p>Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme and is taught throughout the school. In these interventions we revisit and tailor the intervention to suit the children.</p> <p><a href="#">Reading Fluency Project</a></p> <p>Over 600 pupils have taken part in the Project at KS1. On average, in just 8 weeks, pupils have made 1 year and 9 months progress in reading comprehension age and have gained an increase in accuracy of 11 months.*</p> <p>*statistics based on data collected from over 600 participants using the York Assessment of Reading for Comprehension</p>	<p>Challenges 1 and 2</p>
<p><b>Continued improvement of basic number skills and fluency</b></p> <p>High quality, structured and time specific targeted catch up interventions by TAs in KS 1 and KS2</p> <p><b>Mastering Number Numbersense</b></p> <p><b>Numbots / TTrackstars</b> subscriptions so children can access and practice on fluency</p>	<p>The gap in attainment between Pupil premium children and Non Pupil premium children has increased. We have chosen to invest in new resources to support and reduce the attainment gap.</p> <p><a href="#">Number Sense Maths</a></p> <p>-Number Facts Fluency Programme</p> <p>A fully resourced scheme of work focused entirely on number facts teaching. The systematic and structured programme ensures children develop visual models of number, a deep understanding of number and number relationships, and fluency in addition and subtraction facts. The programme is suitable both for whole class teaching and for interventions in KS1 and beyond.</p> <p>-Times table fluency Programme</p>	<p>Challenge 2</p>



within school and at home	A fully resourced scheme of work focused entirely on times tables. Provides the structure and depth to times tables teaching that children need to achieve fluency in multiplication and division facts and concepts. A true mastery programme, designed to achieve fluency for every child without exception.	
<b>No More Marking</b> Use of Comparative Judgement to provide useful assessments of writing and opportunities for professional development.	<a href="#">No More Marking</a>  No More Marking - Assessing Primary Writing <ul style="list-style-type: none"> <li>• Access to 8 national writing windows. Last year every national window attracted over 1,100 schools and over 45,000 individual writing submissions.</li> <li>• After each assessment, schools are provided with exemplar scripts from students across the country, which can be used in lessons or for CPD. Alongside the national writing windows they provide diagnostic progress tests and a series of professional development webinars focused on improving children's writing.</li> </ul>	Challenge 2

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

Budgeted cost: £ 74,590.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA 1 to 1</b> <b>We will continue to support accreditation and ongoing professional development of ELSA (Emotional Literacy Support Assistant) sessions for children who need targeted support with their social and emotional development</b>	<a href="#">Social and Emotional learning</a>  ELSAs are warm, kind and caring people who want to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.  They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.  <a href="#">ELSA support</a>	Challenges 2, 3, 4, 5
<b>Pastoral Lead</b>	<a href="#">EEF</a> findings      EEF (+3mths)	Challenges 1,2,3,4,5

<p>A pastoral manager plays a pivotal role in the wellbeing and personal development of students within schools. They help create a safe environment that fosters both academic and personal growth by providing essential support and guidance.</p>	<p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>We know the importance of the links between school, parents and the child and work daily at building and supporting that connection to allow children, parents and school to do the best for that child's academic and social and emotional wellbeing.</p> <p><a href="#">Trauma informed school</a></p> <p>There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems</p> <p><a href="#">Therapeutic mentoring</a></p> <p>DFE -Missing school for just a few days a year can damage pupils’ chances of gaining good GCSEs, according to a new report published by the Department for Education <a href="#">document quoted</a></p>	
<p><b>Therapeutic mentor/ Appropriate training</b></p> <p><a href="#">Supported by Betsy de Thierry</a></p>	<p>Therapeutic Mentoring consists of individualized, one-to-one mentoring sessions between a Therapeutic Mentor and a child who has been seen to have suffered trauma. These sessions are designed to support a specific goal on the child’s behavioral treatment plan such as developing social skills, interpersonal skills, problem solving strategies, or daily living skills. Mentoring sessions take place in school.</p>	<p>Challenges 1,2,3,4,5</p>

	<p>Therapeutic Mentoring is designed to give children the opportunity for skill building through experiences that would naturally occur in their everyday life, at their home, foster home, childcare center, or other setting. To help the child develop a specified skill, their Therapeutic Mentor works to model, educate, motivate, and coach them on how to use and practice overcoming obstacles related to these skills.</p>	
<p><b>Parental engagement in learning from EYFS</b></p>	<p><a href="#">EEF</a> findings                      EEF (+4mths)  Developing parents as partners .  Supporting parents and providing the skills and guidance to improve language skills and engagement in their child's learning .</p>	<p>Challenges 1, 2, 3, 4, 5</p>
<p><b>Parental engagement throughout the school</b>  Organise events within the school encouraging children and parents to learn together and have fun.  Signpost and promote learning for parents and use school to facilitate events  Invest in positive personalised dialogue</p>	<p><a href="#">EEF</a> findings                      EEF (+4mths)  The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive.</p>	<p>Challenges 1,2,3,4,5</p>
<p><b>Magic Breakfast Club</b>  subsidisation of food to Breakfast club</p>	<p>The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. There is also evidence that it improves attendance.</p>	<p>Challenges 3 and 4</p>
<p><b>Subsidizations</b> of after School Clubs, Trips, (including Residential)  Need for supply cover to arrange, manage and possibly deliver</p>	<p><a href="#">EEF - extending school</a>  EEF (+3mths)  Our school curriculum offers a variety of enrichment activities to allow all children to be inspired by learning. We support parents with additional costs to enable all children to enjoy these experiences.</p>	<p>Challenges 3, 4, 5</p>

	Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.	
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**Total budgeted cost: £ 161,816.04**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

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