

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The statement runs from 2023/2024 to 2025/2026.

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	Stamfordham Primary
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	15.1% disadvantaged 4.7% forces premium Total 19.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lynsey Briddock Headteacher
Pupil premium lead	Lynsey Briddock Headteacher
Governor / Trustee lead	Rachel Scheffer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760 plus £1020 forces premium Total £18,780
Recovery premium funding allocation this academic year	£725
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	£19,505

Part A: Pupil premium strategy plan

Statement of intent

We are a small village school, with our own nursery and mixed age classes. Whilst we are a small school, we are determined to provide the right support to all our pupils, regardless of ability or background. Our school philosophy is based on our core values; resilient, ambitious and nurturing. By having these values at the forefront of everything we do, we give our learners the opportunity to get off to the best start. Having small pupil numbers enables us to tailor the offer for all our pupils. All disadvantaged pupils' needs are considered individually so they are given the opportunity to flourish in all areas of the curriculum and through our extra-curricular offer.

We aim to provide the right environment, support and opportunities for all pupils to thrive and achieve their potential, whatever their ability, including challenging those already working at the expected level. We consider all our vulnerable learners, including those who are looked after children, pupils with social care involvement and children with more challenging home circumstances. We have a broad programme of interventions that target all pupils and enable them to make the progress they are capable of and that this is sustained throughout their time at Stamfordham.

We focus on Quality First Teaching, we believe this is the most genuinely inclusive way and where all pupils have access to experienced and qualified teachers, with the same and equal access to adult support to address particular needs. We have planned programme of CPD that ensures staff have access to training in each curriculum area and that all staff (teachers and support staff) play a role in the ongoing learning of all pupils. All pupils have access to the teaching within their year group and where necessary they have additional planned opportunities, identified through teacher assessment to consolidate learning.

All staff involved in teaching and learning work as part of a team, with some staff having more expertise as a result of training, which is used as appropriate to support pupils in all age groups. We aim to:

- Identify pupils' needs early through a range of assessments and support from external agencies where necessary in order to target support.
- Ensure pupils are challenged and that opportunities are not limited with pupils having an equal access to a range of exciting opportunities.
- Ensure teachers and other staff are ambitious for all pupils irrespective of need or their background; positive relationships with families are important and help staff understand the whole child.

Challenges

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

Challenge number	Detail of challenge
1	Observations, assessments and discussions indicate that these pupils encounter more challenges with phonic knowledge. They are exposed to sounds appropriate for their age group but also receive regular consolidation of previous sounds through a carefully planned phonics programme.
2	Observations, assessments and discussions tend to show that pupils identified as PP are able to reduce the difference with their peers in the time they are in school. Our challenge is to ensure that support allows pupils to make quick progress and maintain comparison with their peers, reducing the attainment gap quickly and maintaining this.
3	Our assessments, observations and discussions with families identify that some pupils are able to attain at the expected level and greater depth level. Additional opportunities have to be carefully planned and woven into the curriculum in order to challenge these pupils and allow them to achieve their full potential.
4	Observations, assessments and discussions with parents demonstrate that these pupils are more likely to communicate their needs through negative behaviour and struggle to manage their emotions without support.
5	Our attendance data does not indicate an ongoing issue with attendance for this group, however there is still a marginal difference (3.84%) between disadvantaged pupils and their peers. Some of our disadvantaged pupils also have special educational needs which can impact the attendance figures further.

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
Reading attainment to be at expected or above for majority of pupils	Majority of PP pupils to be working at Expected or Higher
Writing attainment to be at expected or above for majority of pupils	Majority of PP pupils to be working at Expected or Higher
Disadvantaged pupils to access enrichment activities	All disadvantaged pupils to attend at least one after school club and given opportunities to attend music lessons and other clubs and tuition
To improve the wellbeing of disadvantaged pupils and have a positive impact on their behaviour.	Disadvantaged talk about school positively and are confident, resilient learners

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
CPD to support staff to identify barriers to learning for all pupils, especially disadvantaged learners. Staff to be supported in identifying gaps in pupils' cultural capital and subject leads to receive appropriate training to ensure that curriculum planning considers identified needs.	Gov.uk guidance https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	
Use of diagnostic assessments	Use of diagnostic tests gives staff a baseline to work from and EEF recommend them as a starting point for Maths and English interventions	2, 3
Access in-house, Trust-wide, and national training with a focus on improving	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Staff who feel	1, 2, 3

QfT in all core areas of the curriculum All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively	skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to monitor the progress of disadvantaged learners and to identify any gaps in their knowledge and also any SEMH needs. SLT to support teachers to plan timely and appropriate interventions where needed.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 & 2
Ongoing programme of upskilling staff in developing a curriculum to meet the needs of all pupils and for staff to be able to carefully unpick the learning and identify areas to develop in future units.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We follow the Maths Mastery programme, we are updating our curriculum to reflect pupil needs and reviewing this regularly. All staff to receive release time for them to lead their subjects effectively.	3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a designated well-being area to develop pupils' resilience and provide a break out space when required Access to outdoor learning opportunities to develop emotional resilience and build self-esteem	Targeted support to improve well-being and support pupils to develop resilience and gain confidence when dealing with new or unfamiliar situations. EEF guidance around social and emotional learning.	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4, 5
One to one adult support where necessary to promote well-being through reducing anxiety	Some pupils have particular individual needs that requires support to manage anxiety and to tackle new/unfamiliar challenges	4

Total budgeted cost: £20,000

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 2023-2024 academic year.

Our internal data shows that most of our disadvantaged children have made at least good progress at all the school assessment points (EYFS, Year 1 phonics screening and Year 6 SATS). For those who are still not attaining at the level of their peers, further interventions have been planned for the current academic year led by school staff.

Attendance in 2023/2024 was 95.11 (91.27% for disadvantaged pupils). Where, attendance has been an issue (some of our disadvantaged pupils also have special educational needs and attend regular medical appointments), staff support those pupils to catch up on their return so they do not have gaps in their learning.

We often identify issues with confidence and self-esteem within our disadvantaged pupils. Our well-being lead has delivered CPD to all staff so they feel confident identifying those pupils so that interventions that target pupil wellbeing can be introduced to prevent this becoming a bigger issue. Disadvantaged pupils speak positively about school and the support they receive.

Disadvantaged pupils feel empowered as their views are very much considered when planning extra-curricular and enrichment activities.

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