

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Stanley Infant & Nursery School
Number of pupils in school	111 (inc. 30 Nursery)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	16.12.2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Thompson
Pupil premium lead	Louise Thompson
Governor / Trustee lead	Sarah Golightly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,330
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	£94,330

Part A: Pupil premium strategy plan

Statement of intent

At South Stanley Infant & Nursery School our practice ensures that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed.

All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that pupils who are in receipt of Pupil Premium achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non – Pupil Premium both within school and nationally.

In line with EEF recommendations, access to high-quality teaching is central in our approach with a focus upon the areas in which our disadvantaged pupils require most support. This approach ensures that we can have the greatest impact on closing the disadvantage attainment gap and also benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Additionally, we consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The actions we have outlined in this statement are also intended to support their needs, regardless of whether they are socially disadvantaged or not.

It is our desire that no pupil is left behind and we use our pupil premium funding to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many pupil premium children lack wider experiences that serve to enrich their vocabulary development, understanding and knowledge which negatively impacts on their learning and comprehension.</p>
2	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. Oral language skills are often lower for disadvantaged pupils which impedes reading progress/vocabulary development in subsequent years.</p> <p>Low starting points, particularly in verbal communication and language, means many pupils lack decoding skills, fluency and comprehension understanding.</p> <p>Pupil premium is significantly higher than national in all current year groups in 2024-2025; ranging from 33% to 77%.</p>
3	<p>Many of our pupil premium children enter school with low starting points and lack academic support at home, particularly in relation to reading.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, with disadvantaged pupils demonstrating significantly less emotional resilience and self-regulation compared to other pupils which impacts upon their ability to access their learning.</p> <p>There are a greater proportion of families of disadvantaged children who experience social disadvantage related to poverty, mental health and social isolation.</p> <p>A greater % of disadvantaged pupils require small group and/or 1-1 interventions.</p>
5	<p>Historic attendance data indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils but has narrowed through effective use of Pupil Premium. This has been particularly prevalent in the younger children in school.</p> <p>Our assessments and observations indicate that absenteeism and also lateness when children begin school can negatively impact attendance and progress later on.</p>

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
<p>A greater proportion of disadvantaged children will be exposed to a wider range of enrichment social, cultural, musical and sporting experiences which impacts positively upon learning.</p>	<p>Greater % of disadvantaged pupils have opportunities to participate in a wide range of extra-curricular activities both within and outside of the school day.</p> <p>Greater % of disadvantaged pupils will access external visits to support knowledge and understanding.</p> <p>Greater % of disadvantaged pupils have opportunities to develop personal skills such as resilience and confidence through access to roles of responsibility in school e.g. school council, buddies, monitors.</p> <p>Greater % of disadvantaged pupils will access free after school clubs.</p> <p>An increased number of visitors in school to support and enhance learning – discussions with children and evidence the impact of these visits.</p>
<p>For all pupils to demonstrate improved oracy and vocabulary that impacts positively upon their access to the curriculum.</p>	<p>Wellcomm embedded across school to assess children’s use of and understanding of language.</p> <p>Wellcomm interventions, both whole class and individuals effectively implemented which address gaps.</p> <p>Oracy is clearly seen to be of high priority across the school curriculum with speaking and listening opportunities visible in class through learning walks/lesson observations.</p> <p>Reading sessions demonstrate metacognitive talk and include teaching of retrieval, meaning and inference.</p> <p>Whole school assemblies show opportunities for vocabulary development.</p> <p>Protected storytime and ‘3/5 a day’ reading in EYFS, allows for key vocabulary to be discussed and ‘book talk’ to be firmly embedded – children confident to enquire about vocabulary meaning and have a greater insight into the thought processes involved in being a reader.</p>

<p>Pupils eligible for Pupil Premium make accelerated progress in phonics, reading, writing and maths from low starting points.</p>	<p>Y1 phonics results will show disadvantaged children achieving in line with or better than national disadvantaged and national other.</p> <p>Y2 phonics results will confirm that an increasing number of disadvantaged pupils meet the standard.</p> <p>Outcomes in YR shows accelerated progress for disadvantaged pupils from low starting points.</p> <p>Y2 reading, writing and maths results will show disadvantaged children achieving in line with or better than national disadvantaged and national other.</p> <p>Small group and 1-1 interventions tracked will show evidence of positive impact.</p> <p>Evidence in books will show accelerated progress for disadvantaged pupils.</p>
<p>All members of the school community demonstrate an understanding of the importance of reading.</p>	<p>A greater % of the children are reading at home at least three times of week or more at home.</p> <p>Parents report feeling increasingly confident in supporting their children when reading.</p> <p>Teachers demonstrate confidence in the teaching of reading.</p> <p>An increase in attainment for reading for all pupils</p> <p>Disadvantaged readers not reading consistently, identified by class staff and given additional 1-1 reading.</p> <p>Decrease of % of parents being contacted by HT for persistent nonreading.</p>

<p>Improved emotional resilience is seen in those disadvantaged pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience.</p>	<p>Identified children who require support with emotional resilience are placed in targeted groups for EWEL interventions.</p> <p>Identified children demonstrate fewer incidences of dysregulated behavior and demonstrate higher levels of emotional resilience.</p> <p>Increased % of disadvantaged pupils attending free clubs to support with emotional regulation (mindfulness, yoga)</p> <p>Consistent language evident across school with children and staff in relation to Zones of Regulation.</p> <p>Parents supported with early internal intervention from school and signposting to specialist agencies for further support as required.</p> <p>Learning Walks/Lesson Observations highlight examples of resilient children/learners.</p>
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<p>Improved attendance rates for all children.</p> <p>Reduction in the number of persistent absentees so that it is at least in line with NA.</p> <p>Improved punctuality for all children.</p>	<p>Attendance % at least in line with national average.</p> <p>Increase in attendance rates for pupil premium children seen.</p> <p>Improved parent/school relationships supported by the Attendance Officer and other agencies.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Training for all additional staff and refresher training.</p>	<p>The Sounds Write phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE. https://www.soundswrite.co.uk/sites/soundswrite/uploads/files/55-dfe_report_on_sounds_write.pdf</p> <p>EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3</p>
<p>Refresher training for all staff in EYFS and KS1 on promoting Oracy across EYFS and KS1. (including continued subscription to Wellcomm)</p>	<p>EEF findings show that oral language interventions have a positive impact on outcomes and that impact can be greater in Early Years (+7) (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 3</p>
<p>Training for all staff in metacognition and self-regulated learning and the application of this into day to day teaching and learning.</p>	<p>EEF findings show that developing metacognition and self regulation has a positive impact on outcomes and that pupils need to be explicitly taught these strategies. (impact +7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3, 4</p>

<p>Additional Teacher time to allow small class teaching and small group teaching.</p>	<p>Whilst EEF findings show that reducing class size has a positive impact of only 2 months and has limited evidence, it is noted that 'There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.' (impact +2 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF findings show that small group tuition has a positive impact on outcomes and that accurate diagnostic assessment of children's needs and training for staff is key. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher/TA time to provide pre-teaching, post teaching and lunchtime interventions targeting PP children in phonics, reading writing and maths.</p> <p>Small group and 1-1 interventions supported by TAs/Teachers</p>	<p>EEF findings show that 1-1 teaching has a positive impact on outcomes, particularly in reading and that training for staff is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF findings show that small group tuition has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs and training for staff is key. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF findings show that teaching of reading comprehension strategies has a positive impact on outcomes and that accurate diagnostic assessment of children’s needs is key. (impact +6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 3, 4
<p>Additional staff time to provide 1-1 reading sessions for disadvantaged readers targeting PP children.</p>	<p>EEF findings show that 1-1 teaching has a positive impact on outcomes, particularly in reading and that training for staff is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3, 4

Invest in further phonics linked reading books for struggling disadvantaged readers to ensure children are reading books of interest and age appropriate matched to their ability	EEF findings show that high quality teaching of phonics has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4
Invest in resources, trips and visitors to develop creativity to broaden children's experiences linked to curriculum.	EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes, particularly in maths and writing. (impact +3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve wellbeing and emotional resilience for pupils by providing external Yoga and Mindfulness sessions.</p> <p>Improve wellbeing and emotional resilience for pupils by providing internal Connecting with Children sessions, ELSA Interventions, Therapy Dogs sessions</p> <p>Improve wellbeing and emotional resilience for pupils by consistent implementation of whole school self - regulation via Zones of Regulation and whole school staff refresher training for Zones of Regulation.</p> <p>Engagement with STAR Project.</p>	<p>EEF findings show that approaches to develop social and emotional learning have a positive impact on outcomes and that embedding programs into school culture, staff training and buy in are key. School ensures to monitor the impact of their own interventions (impact +4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5

<p>Improve attendance of pupils through developing positive relationships with Attendance and Welfare Officer and Family Liaison Link and regular reviews of attendance through attendance meetings.</p>	<p>EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for younger children, for children with lower prior attainment and on literacy outcomes. (impact +4/5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>
<p>Improved parental support offer and support to develop engagement with school through shared Family Liason Advisor able to rapidly offer family support, signpost to external agencies and involve parents in activities in school.</p>	<p>EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for younger children, for children with lower prior attainment and on literacy outcomes. (impact +4/5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4, 5</p>
<p>Developing our after- school provision to include a wide range of clubs to extend and enrich children’s experiences with disadvantaged children prioritised if oversubscribed.</p>	<p>EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes, particularly in maths and writing. (impact +3 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1</p>

Total budgeted cost: £100,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments and observations.

GLD and outcomes in reading, writing and maths for disadvantaged pupils in Reception in 2024 was similar or better than that of disadvantaged pupils nationally but still below that of 'other' (non-disadvantaged) nationally.

Using 2023 National data for comparison, in reading and writing outcomes for Y2 disadvantaged pupils were better than outcomes for disadvantaged pupils nationally at expected+ for 2024 and were also in line with outcomes for 'other' children nationally.

In maths, outcomes for Y2 disadvantaged pupils were better than outcomes for disadvantaged pupils nationally at expected+ for 2024, but were below outcomes for 'other' children nationally.

In reading, and maths, at greater depth, outcomes for disadvantaged pupils were above outcomes for national disadvantaged and in line with non-disadvantaged nationally.

In writing, at greater depth, outcomes for disadvantaged pupils were below outcomes for national disadvantaged and non-disadvantaged nationally.

Outcomes in phonics in 2024 showed that Y1 disadvantaged pupils performed better than disadvantaged pupils nationally. Disadvantaged pupils performed similarly to 'other' pupils nationally.

Attendance of disadvantaged pupils increased from 92.12% in 2022-2023 to 95% in 2023-2024. This was in the top 10% nationally using VYED.

Persistent absenteeism(PA), being addressed through the use of pupil premium funding, showed positive impact being evidenced with PA overall reducing from 23% in 2021-2022 to 13.6% in 2022-2023 and then 12.1% in 2023-2024. The use of pupil premium funding will be used to continue to address factors affecting attendance this year to sustain and improve attendance outcomes.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted, as a result of pressures felt by families as the cost of living crisis has continued. The impact was particularly noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, to engage and work with parents and ensured targeted interventions were in place, where required. We will continue with an enhanced approach in this plan and will continue to address these ongoing issues during the current academic year.

