

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stilton Church of England Primary Academy
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Clara King
Pupil premium lead	Helen Smallman
Governor / Trustee lead	Iain Fairlie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,880

## Part A: Pupil premium strategy plan

### Statement of intent

*At Stilton C of E Primary Academy we aim to provide an inspirational education for **all** our children and families of Stilton in which every child is valued and nurtured, regardless of their gender, ethnicity or economic background so that they aspire, flourish through friendship and achieve age related expectations and beyond.*

### Challenges

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

Challenge number	Detail of challenge
1	Underperformance
2	Need for improved Cultural capital
3	Need for improved wellbeing and mental health
4	Greater access to technology and educational materials
5	Need for improved parental Engagement
6	Lack of Aspiration

## 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
Gaps in learning are closed between vulnerable pupils and their peers	Data shows that PP children achieve as well, if not better than their peers.
Pupils have a wealth of knowledge (Cultural capital) that they need to prepare themselves for their future success.	Pupils visit other places and have experiences out of school
Pupils have healthy life styles and are able to manage their well being	Pupils are resilient and are happy in school
Aspirations are raised in our pupils	Children talk confidently about their aspirations and future goals
Better parental engagement	Parents will form effective relationships with the teaching staff to support their child's learning.

## 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: £1,324

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching in reading, writing and maths in order to achieve attainment and increase progress:</p> <ul style="list-style-type: none"> <li>• Embed the use of 'Sounds Write' phonics programme to secure phonics teaching for all pupils</li> <li>• Embed whole school writing curriculum to enhance writing provision for all</li> <li>• Embed use of Complete Maths to support all our pupils</li> </ul> <p>Resources are available to support these programmes</p>	£1,324	<p>EEF states that 'Giving every child the skills they need to read and write well is a central ambition of our education system'.</p> <p>EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'</p>	<p>1- underperformance</p> <p>4- access to resources</p>
Use instructional coaching methods to improve feedback to pupils during learning time	PDM Time	+6 EEF Feedback 'providing feedback has high impact on learning outcomes'	1- underperformance

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

Budgeted cost: £ 27,100

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
HLTA support for pupils in Year 3,4,5 in daily Maths Lesson so pupils can be taught as a year group	£3,600	EEF states that 'Giving every child the skills they need to read and write well is a central ambition of our education system'.	1- underperformance  4- access to resources
1:1 /Small group work and interventions in reading, writing and maths for pupils who are underachieving in Year 6	£13,500	EEF states that 'supporting pupils to excel in literacy is critical to closing the attainment gap between this group of pupils and their peers.'	
TA support to carry out interventions in reading and writing in year KS2	£282 x 36 £10,000=		

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

Budgeted cost: £20,456

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy and wellbeing support for pupils	£15406	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF +4	3 Mental health and well being
Equal Access to uniform and resources	£200	EEF 'Wearing uniform is not on its own likely to improve learning but can support the development of a school ethos and the improvement of behaviour and discipline'	3 Mental health and well being
Well Being Week in January 2025	£100	Allowing time to teach children about mental health and it's importance is essential in improving mental health outcomes for pupils EEF +4	3 Mental Health and well being
Supporting PP pupils attend Clubs and extra curricular activities Music lessons Lunchtime Clubs	£1750	Arts and sports provision are +2 on the EEF 'Arts participation has impact on other academic outcomes'	3 Mental Health and well being
Supporting PP pupils go on Visits and Residential activities	£225 x 8 £1800	Participating in visits allows pupils to deepen their understanding; It becomes memorable learning. Residentials are vital in allowing pupils to become more confident learners and develop their self esteem. Outdoor Adventurous learning is +4 on EEF	2 Cultural Capital
Aspiration	£1000	Providing speakers to inspire pupils- it was the highlight last	6- Aspiration

Inspirational Speakers in school		year for many children when we had an inspirational speaker in to speak to pupils	
Engaging parents in supporting pupils to learn Cafes/workshops/Breakfast cafes/ Structured conversations	£200	Parents supporting academic learning +3 EEF	1- Parental engagement

**Total budgeted cost: £ 48,880**

## 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.

#### IMPACT

All our Year 6 pupil premium pupils made good progress, even if several of them did not meet the expected standard at the end of their Key Stage. This was a result of consistent Quality First Teaching, 1:1 intervention work and extra 1:1 feedback to support the individual needs of our more vulnerable pupils. In addition, we were able to put in a bespoke, differentiated curriculum for some of the pupils which ensured that they were able to access the curriculum. A similar picture was seen across the school, where good progress had been made for our pupil premium pupils, even if the pupils are not at ARE.

Emotional support and emotional literacy sessions supported many of our pupils this academic year which ensured they had improved attendance and as a result improved progress. Sessions with our Challenge and Inclusion TA ran over the year has supported 9 of our PP pupils with either emotional literacy sessions or check ins. Daily check-ins with the teacher or TA were also invaluable to these pupils.

Financial support for pupils across the school to attend visits and residential gave children opportunities to grow in confidence and develop their self-esteem. 15 pupil premium children took part in clubs and 2 pupils learnt to play a musical instrument.

Some of our pupil premium pupils were given larger roles in in the end of year performances and to take part in sporting events to allow them to shine in areas that they exceled in, once again raising that so important self- esteem.

Parents of our pupil premium pupils were well supported ;15 pupils benefitted from structured conversations which allowed teachers to work with parents to support their children. Workshops for parents which included support at bedtimes and on routines were attended by this group of parents; they spoke highly of how much these sessions benefitted them and in turn their children.

Our speakers this year inspired pupils to believe in themselves and strive for the best.



## 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
Complete Maths	Complete Mathematics
TTRockstars	TTRockstars
White Rose Maths	White Rose Maths
Sounds-Write	Sounds-Write
Purple Mash	2 Simple
Spag.Com	Spag.com
Number bots	TTRockstars

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Speak and Language Support
What was the impact of that spending on service pupil premium eligible pupils?	Improved speech for pupils involved