



Stoke Mandeville Combined School

Pupil Premium Strategy Report

2022 – 2023

To be reviewed in September 2023

Pupil premium strategy statement – Stoke Mandeville Combined School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 218 |
| Proportion (%) of pupil premium eligible pupils | 19.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mrs E Stewart, Headteacher |
| Pupil premium lead | Mrs E Stewart, Headteacher |
| Governor lead | Kelly Hinton, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | 45,970 |
| Recovery premium funding allocation this academic year | 4,840 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| Total budget for this academic year | 49,970 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision for all children at Stoke Mandeville Combined School is that through our promoting a caring and inspiring environment this leads to achievement for all.

Our Pupil Premium strategy aims to ensure that all learners, regardless of background, are given highest quality of education so that they make good progress, achieve high academic attainment, and develop the social and emotional skills they need to become amazing individuals who are caring, green and have a lifelong love of learning. We know that some learners, such as those who are economically disadvantaged, have additional educational needs, who have a social worker or who are young carers, may face barriers which make it more challenging to achieve these aims. This strategy plan aims to identify those barriers and provide a small number of evidence-based interventions to address these challenges.

Our plan is rooted in an assess, plan, do, review cycle, and operates a tiered mode in which high quality teaching for all pupils is complemented by targeted academic support and wider strategies. Implicit in this aim is the intention that the attainment of pupils who are not disadvantaged will also be sustained and improved alongside their disadvantaged peers through approaches which evidence shows work for all children.

Our strategy is integral to our plans to “Map, Master and Move on” after the disruption caused by the Covid- 19 Pandemic. Making use of the school led tutoring grant, we provide targeted support for those pupil’s whose education has been worst affected, including pupils who are not disadvantaged.

At Stoke Mandeville Combined School we recognise that educational disadvantage is a complex issue, and in creating our approach we undertake to ensure that the profile of all our learners is well understood so that our intervention is based on a concrete personal understanding of an individual’s challenges rather than assumption about the impact of disadvantage.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | There is a gap of attainment for some of the pupil premium children Staff are aware of these children and consider experiences when planning activities. |

| | |
|---|---|
| 2 | Over half of PP children also have complex learning difficulties and also have an EHCP/ IPM. Staff identify interventions which can have best outcomes through targeted support |
| 3 | Lack of aspirations and home learning reduces the impact of specific targets Need to include additional opportunities and experiences to support understanding of cultural capital |
| 4 | Some children have additional support needed for wrap around care/ clothing and food to ensure they are able to attend school prepared for learning |
| 5 | Some of our Pupil Premium children have identified social and emotional issues. This can be a barrier to attainment. |

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 |
|---|--|
| Disadvantaged/Pupil premium pupils make appropriate and where possible accelerated progress to close the gap between themselves and peers | Where PP children are working with ARE range they will continue to maintain this Pupils who are falling from this range and who are not SEND will be considered for additional support and intervention groups to support progress and attainment Pupils on the SEND register will have Smart Targets set on the IPMS to ensure there is focus on improved progress and attainment. Analysis of data shows the impact of specific interventions with children |
| Ensure children who have fallen behind receive targeted high quality interventions | Quality first teaching and school led tutoring work in unison to maximise progress made Parent partnership to support learning is strong with attendance at parents meetings and support for home learning along with clear communication of targets with all stakeholders |
| Disadvantaged/Pupil Premium children with SEND needs are supported with additional support for | Maximise academic progress for children with additional needs supported by relevant agencies and school based interventions. Impact shows SDQ scores for targeted children having healthy minds and positive self worth |

| | |
|---|--|
| social and emotional wellbeing | |
| Disadvantaged pupils have improving confidence in relation to core basic skills in reading, writing and maths | Disadvantaged pupils meet Age related thresholds and where possible improve progress through the curriculum |
| Children are fully engaged with a curriculum that is relevant, exciting and considers prior experiences: they develop good learning behaviours and a desire to learn. | Children's voice, work and teacher assessments show excellent engagement, outcomes and aspirations for future academic work and topics. |
| Where children are disadvantaged through socio economic circumstances the school will engage with parents to provide reasonable and appropriate support to allow children to engage with all aspects of school life | Children will have opportunities to experience all areas of school life supported to increase their cultural capital and understanding of the world. Parents recognise and engage with school to ensure the academic and social needs of the child are supported. |

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: £43,779

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional teaching support provided within year group to ensure rapid progress is supported | Children taught for core subjects by additional teacher. | 1,2 |
| Deploy funds to enable support for pupil premium children above and beyond normal staffing levels | Additional TA support provided in classes to support more learners in the moment and create more effective dynamic groupings | 1,2,3 |

| | | |
|--|--|------|
| To support ease of parental support at home by providing access to online teaching software e.g. Times Table Rockstars, Education City and Bug Club | Use of online resources often motivates our learners and supports parents in terms of the pitch of learning. Platforms enable teachers to monitor activity and progress. | 3 |
| Consistent Quality First Teaching and metacognitive approaches | Staff training and CPD using EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1,2 |
| 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 : DfE non statutory guidance for teaching maths The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1,2, |
| Targeted focused one to one reading support for children in Key Stage 2 to increase fluency and understanding of quality texts. With additional guidance for children on how to choose appropriate texts. | EEF guidance document sharing the 7 recommendations for Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | |

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

Budgeted cost: £4840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maths – One to One support provided for small group of children through Third Space | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3 |

| | | |
|---|--|-------|
| | Maths online interventions provided for children who have been identified for additional targeted support | |
| Small group teaching with additional teacher for specified year group. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,3 |
| Individual children supported through targeted intervention programmes seeing an increase in knowledge and understanding following the delivery of the work (Shine Interventions) | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://my.risingstarsassessment.co.uk/Interventions | 1,2,3 |

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

Budgeted cost: £4,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Financial support for residentials / school trips and wider opportunities. | Wider opportunities allow for an inclusive learning environment for all where access to opportunity doesn't become a factor. | 4,5 |
| Nurture group to run to support children with mental health and wellbeing and developing the skills to be a successful learner | Behaviour needs are supported and children recognise zones of regulation The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to | 3,4 |

| | | |
|---|---|-----|
| | <p>support evidence-informed decisions about behaviour strategies.</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions. | |
| <p>Ensure children who want to access Extra curricular/co curricular opportunities are provided with support to access additional enrichment activities</p> | <p>Clubs provided after school for enrichment</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | 4 |
| <p>Support Parents with understanding pupil anxiety and wellbeing by providing training courses for them</p> | <p>EP to deliver a training session for parents about supporting children and how to understand anxiety in children</p> | 3,5 |

Total budgeted cost: £53,319

(shortfall is taken from other budget areas)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our Phonics data suggests we have returned to pre pandemic levels as we had 90 % of pupils achieving the expected standard. There is no significant gap between disadvantaged and other pupils.

Data analysis is challenging with the small number of pupils in each year group. However nearly all children who are PP but not SEND are reaching at least Expected level across the curriculum. These children are part of the targeted group of children who staff support and ensure they are part of targeted Quality First Teaching.

The use of additional adult support to ensure accessibility to the curriculum used a significant part of the funding. While the impact is seen through evidence papers such as <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> this has been through the use of TA staff to lead specific small grou

Externally provided programmes

| Programme | Provider |
|---------------|---|
| Maths tuition | Third Space – Individual one to one programmes for maths. Focus in Year 5 |
| | |

Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year |
|--|
| Payment was only made for one pupil during the academic year 2021 – 2022. This small amount of money was used to support co-curricular opportunity |
| The impact of that spending on service pupil premium eligible pupils |
| Wellbeing of the pupil was monitored throughout the year and positive communication maintained with parents. |

Further information (optional)

Additional activity