



Pupil Premium Strategy Statement 2022-23

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Stockland Church of England Primary Academy
Number of pupils in school Number of pupils in school	79 74
Proportion (%) of pupil premium eligible pupils Proportion (%) of pupil premium eligible pupils	8% 4%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	16th December 2022 15th December 2023
Date on which it will be reviewed	March 2023 July 2023
Statement authorised by	Rebecca Bendall
Pupil Premium lead	Rebecca Bendall

Part A: Pupil premium strategy plan

Statement of intent

*Everything we do at Stockland Primary Academy is underpinned by our vision and values. Our vision and values reflect our commitment to developing and maintaining our Christian ethos and distinctiveness. This also follows the Church of England vision for education in church schools that embraces John 10:10, 'life in all its fullness'. "I have come that they have life, and have it to the full." Our values are **love, kindness, respect and collaboration**.*

The ultimate objective for our disadvantaged pupils is for them to close the gaps in learning to their non-disadvantaged peers. We want to ensure they have high aspirations, develop a love of learning and are able to access the same opportunities as others. This will be underpinned by the curriculum preparing children to be global citizens in an ever-changing world.

Our current Pupil Premium Strategy sets out a clear plan on how to address these gaps in learning, aspirations and life chances. Ensuring high quality teaching and personalised learning for ALL children, removing any barriers to learning thus closing any gaps.

The Trust's overall value of excellence sits at the heart of everything we do to ensure every child can aim high, achieve well and lead a fulfilling and enriched life.

Challenges

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

Challenge number	Detail of challenge
1 Safeguarding	Ensuring children know what to do if they feel sad or worried. Supporting vulnerable families using support, if appropriate from other agencies.
2 Learning	Achievement and progress accelerated and learning gaps to be closed.
3 SEMH	Ensuring children's wellbeing and any complex needs of children are met. Head of school to monitor attendance and support families to improve attendance and punctuality.

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
<i>To close the gap between PPG and non-PPG pupils in Reading, Writing and Maths</i>	The gap between PPG pupils and 'other' pupils narrows in Reading, Writing and Maths with the aim that progress and attainment are in line with non PPG pupils.

All of our families will feel supported through school.	All families will be able to access effective and timely support.
All children feel safe and comfortable and have a trusted adult to speak to.	Ensuring plentiful opportunities where children can offload worries through having an adult to speak to. Ensure they feel safe and heard at school.

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 £3000

Teaching £2494.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Quality first teaching mentoring and support by Leadership</i></p>	<p>EEF- The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Their research provides feedback of having 6+ months improvement. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>2</p>
<p><i>Training on Maths Can Do by Liz Hopkins for Teaching and Support Staff</i> <i>Can Do Maths teaching embedded across the school. Strong outcomes at the end of Year 6 2023.</i></p> <p><i>Subject leadership time (cost of cover and CPD delivery)</i> <i>Subject leaders are more confident,</i></p>	<p>Maths- Teaching that focuses on developing secure and deep understanding, including the use of practical resources and iconic representations supports the learning and memorisation of mathematical concepts. The teaching of 'rules' and 'tricks' with no understanding and the use of only 'standard' examples contribute to learners feeling they 'can't do' maths.</p> <p>Ensuring high quality teaching and learning is consistent in every class.</p>	<p>2</p>

<i>articulate and reflective in role</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3000

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted Support for children identified as B1 (Pixl)</i></p> <p><i>Bespoke intervention timetables in place.</i></p>	<p>EEF - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.</p>	2

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

Budgeted cost: £2310

Budgeted cost 2023/24: £1417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funded Trips £1000 Examples: Pixies Holt</i></p> <p><i>Maya Archaeologist Experience £240 for UKS2</i></p> <p><i>UKS2 Swimming KS2 Gymnastics</i></p> <p><i>Music Lessons and Music books £1310</i></p>	<p>All children will be able to experience varied and rich opportunities regardless of home situation</p> <p>All children will be able to access group/individual music tuition.</p>	<p>2</p> <p>2</p>
<p><i>Ensuring attendance and punctuality through positive and regular contact with parents</i></p>	<p>There is a clear link between poor attendance and lower academic achievement.</p>	<p>3</p>

Total budgeted cost: £ 8310

Total budgeted cost 2023/24: £6911.25

Pupil premium strategy 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.

Disadvantaged pupils make at least expected progress from their individual starting points across the curriculum and especially in Reading, Writing and Maths.

All disadvantaged pupils will meet the national expectations for attendance.

SEMH provision supports PP families.

ELSA sessions support the emotional well-being of children.

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
Talk for Writing
Times Tables Rockstars/ Numbots
White Rose Maths
EdShed
Somerset Primary Network
Spag.com
Speech Link
Association for Science Education
Sing Up
DATA.org
Can Do Maths
Read Write Inc
