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# STAINING

CE VC Primary School

## PUPIL PREMIUM

Pupil Premium and Recovery Premium

Strategy Statement

2023 - 2024

(3 year plan 2021 2024)

Headteacher: J Shoulders

Pupil Premium Lead: D Whalley

Pupil Premium Governor: H Atherton

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Staining CE VC Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	April 2021-Sept 2024 (3 year outline below)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jennifer Shoulders
Pupil premium lead	David Whalley
Governor lead	Heidi Atherton

## Funding overview

Detail	
Pupil premium funding allocation this academic year	£74,840
Recovery premium/ SLT funding allocation this academic year	£4,275 £5,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£84,835</b>
<b>Allocated Spend</b>	<b>£85,146</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Staining CE VC Primary school, our vision is for our pupils to:

**Learn to Wonder, Grow in wisdom and Shine like Stars**

This vision is lived out through our school values:

**Work Hard, Aim High, Be Kind, Show Respect and Teamwork**

This vision and our values are aspirational and apply to all our school community. We aim for all our pupils to reach their potential by being supported through excellent teaching to achieve their best. This is carried out in a happy, supportive and stimulating school environment.

We recognise that all pupils may require additional support and intervention during their school career and aim to meet those needs head on. Every child, including those in receipt of the pupil premium, is valued, respected and entitled to develop to their full potential. With this in mind, we have looked at the specific challenges facing our pupils at the current time, especially our disadvantaged pupils. These are set out below:

## Challenges

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

Challenge number	Detail of challenge
1 Recovery	<i>April 2021 – August 2021: Continuation of recovery curriculum and interventions needed in immediate aftermath of Jan 2021 lockdown.</i> Sept 2022: There are some year groups who have been more adversely affected by the disruption COVID caused to their education. As such, recovery is still relevant to these key year groups.
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
3 Outcomes	There is a small, key group of pupils in receipt of PP funding that are not making expected progress despite interventions
4 SEND	Some pupils who qualify for PP funding have specific SEND needs and increasing number of pupils needing SALT interventions.
5 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress, their readiness to learn and their behaviour for learning. Family support also needs to be considered as challenges that affect their family can impact upon the pupil themselves.

## 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.

### 3 Year Overview (April 2021\* – Sept 2024)

\*Please note this plan includes the term April 2021 – Sept 2021

due to a change from financial year planning to academic year planning)



Intended outcome	Success criteria
PP Pupils consistently achieve at least in line with their peers both within school and nationally.	The gap between disadvantaged and non-disadvantaged pupils has been reduced. School data consistently shows diminishing differences between PP pupils and their peers. All pupils achieve at least in line with national averages for all measures
Pupils are supported to receive specific interventions and/ or support to match their emerging needs. This includes Social and Emotional needs	Interventions are well planned and delivered by skilled staff. Data shows that children make good progress as a result of the intervention
To continue to ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of PP funding (currently 12.8%)  Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees
All families in school know that there is support available to them to support their child and their family.	The families of disadvantaged pupils are well supported to feel welcome in school. Where need is identified, it has been quickly acted upon and support for the family via Early help, social care, CAMHs etc has been actioned. Family learning mentor is well known to all pupils and families and is first point of contact for families coming in to school.
Pupils in receipt of PP funding have full access to curriculum, extra-curricular activities (where appropriate) resources, uniform, residential visits and trips	PP Pupils are fully immersed in school life and funding is used to support families where finances may have had an impact on the child's opportunities.
Governors show a thorough understanding of the barriers facing PP pupils and how school is addressing these	Governors are able to confidently discuss and contribute ideas to how the above approaches are impacting upon the attainment, progress and wellbeing of PP pupils and their families

Intended outcome	Success criteria and Focus for this academic year
Targeted academic support	
Pupils are supported to receive specific interventions and/ or support to match their emerging needs	April – Sept 2021 DHT was released from class to support catch up across school. FLM role was re-focused on family support and wellbeing during periods of closure Interventions are well planned and delivered by skilled staff. Data shows that children make good progress as a result of the intervention Early identification of SEND



## Activity in this academic year (2023-24)

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: £39,926

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF 2019)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop reading and writing skills.</p> <ul style="list-style-type: none"> <li>• Specific daily reading taught sessions in KS2 (guided/ shared reading)</li> <li>• Embed a DfE validated SSP - Read, Write Inc. and continue to prioritise staff CPD - To be taught daily in EYFS/ KS1 with specific reading and writing skills explicitly taught.</li> <li>• Reading to writing process with a focus on quality texts and integrated longer periods of writing into topic/ theme subjects.</li> <li>• 500 word challenge to develop aspirational writing</li> <li>• Visits from a authors/ poets to inspire pupil writing aspirations</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <ul style="list-style-type: none"> <li>• Improving Literacy in KS2 – Point 3 and 4 – modelling and supported practice reading/ writing</li> <li>• Improving Literacy in KS1 – Point 3 (SSP) 4 (reading comprehension)</li> </ul> <p>Improving Literacy in KS1 – Point 6 – handwriting</p>	3,4
<p>To develop a love for reading</p> <ul style="list-style-type: none"> <li>• Fantastic Book Awards in Year 5</li> <li>• Terrific 10 is extended and expanded upon across school. Teacher have identified 10 high quality books (reflecting a wide range of topics, diversity and engagement levels)</li> <li>• REN scheme used to assess/ provide books for pupils at their correct level to ensure confidence with reading is developed.</li> <li>• Headteacher library – a choice of engaging and interesting books (primarily non-fiction) for children to access as a reward (January)</li> <li>• Reading festival to be held in Summer Term</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <ul style="list-style-type: none"> <li>• Improving Literacy in KS2 – Point 2 – reading fluency</li> <li>• Improving Literacy in KS1 – Point 7 (using prior information to support next steps)</li> </ul>	3,4
<p>To develop mathematical reasoning skills</p> <ul style="list-style-type: none"> <li>• School is taking part in NCETM mastering number programme (Reception and Y1 catch up)</li> <li>• To refine and adapt the Maths curriculum to best match the needs of pupils</li> <li>• Testbase use to develop reasoning and comprehension skills</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Improving mathematics in the EYFS and KS1 – points 1-5</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Improving mathematics in KS2 - points 1-8</p>	3,4

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

Budgeted cost:14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed				
<p>TA support in class. EYFS and KS1 focus is in 1:1 tuition linked to reading and writing and phonics KS2 focus to provide reactive support linked to maths/ English</p> <p>Additional support in Year 6 for focus children</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673433512">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673433512</a> Making best use of Tas – points 2,4,5,7</p> <p>Improving Literacy in KS1 – Point 8 – use structured interventions Improving Literacy in KS2 – Point 7 – use structured interventions</p>	1,3,4				
<p>RWI small groups and management of this (DHT/ HLTA) and developing coaching model to supported structured interventions</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673433512">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1673433512</a> Making best use of Tas – points 2,4,5,7</p>	1,3,4				
<p>Additional educational Psychologist/ SEND adviser support to ensure need is quickly identified and met</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> SEN in mainstream schools – point 1-5</p>	3,4				
<p>Homework companions researched, purchased and used to compliment and support direct teaching in class</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> Self-regulation – point 6</p>	3,4				
<p>SATs companion. 1:1 support resources for pupils in Year 6 to support independent accessing of previously learned material</p>			<p>NELI Programme Early language intervention programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3,4	<p>Handwriting Specific targeted handwriting intervention for identified pupils</p>
<p>NELI Programme Early language intervention programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3,4				
<p>Handwriting Specific targeted handwriting intervention for identified pupils</p>	<p><a href="https://www.kaligo-apps.com/school/">https://www.kaligo-apps.com/school/</a> DfE approved handwriting scheme – Kaligo</p>	3,4				

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

Budgeted cost: £30,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance monitoring, supporting pupil and family wellbeing through Learning Mentor support.</i></p> <p><i>Weekly attendance meetings following new attendance policy and working with LCC attendance officer</i></p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Termly interim reports to identify the child's attendance</p> <p>Meeting emotional need of pupils to ensure they are able to be ready for learning with focus on:</p> <ul style="list-style-type: none"> <li>• Early Help process with vulnerable families- allowing them to access key services</li> </ul> <p>Family Learning Mentor to support class teaching of RSHE curriculum and to allow children to become familiar with her so as to be able approach if needed and assist in early identification of needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Social and emotional learning – point 6</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> working with parents - points 1-4</p>	2,5,3,4
<p>Family support for PPG pupils linked to home issues – led by family learning mentor</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> working with parents - points 1-4</p>	2,5
<p>Residential trip financial support for pupils in receipt of PP funding</p> <p>Pupil support for BASC</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p>used to support pupils who would otherwise be unable to join in such activities</p>	5
<p>Development of aspirational curriculum – specifically planned aspirational outdoor learning to continue and additional types of active learning explored and developed by staff</p> <p>Outdoor learning</p> <p>Gardening</p> <p>Experiences</p> <p>Additional TA in reception to facilitate outdoor learning</p>	<p><a href="https://learningoutsidetheclassroomblog.org/2016/11/10/how-outdoor-play-is-improving-childrens-mental-health/">https://learningoutsidetheclassroomblog.org/2016/11/10/how-outdoor-play-is-improving-childrens-mental-health/</a></p> <p><a href="https://www.twinkl.co.uk/blog/why-is-outdoor-learning-important-for-childrens-mental-health-and-wellbeing">https://www.twinkl.co.uk/blog/why-is-outdoor-learning-important-for-childrens-mental-health-and-wellbeing</a></p>	1,2,3,4,5
<p>TLR role in school adapted to specifically lead and monitor PPG/ SEND provision and attainment</p>		1,2,3,4,5

**Total budgeted cost: £85,146**

## 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 September 2022 to September 2023 academic year.

**Intended Outcome 1:** PP Pupils consistently achieve at least in line with their peers both within school and nationally.

			Reading	Writing	Maths
Y6 - 2022	All	24 pupils	88%	67%	88%
	PPG	6 pupils	67%	33%	67%
Y6 2023	All	28 pupils	86%	79%	86%
	PPG	8 pupils	50%	25%	63%

This is a specific cohort issue. It varies considerably between year groups. Current analysis shows the gap varying across school.

Next Steps: develop the TLR role to specifically monitor PPG, SEND and pupils with PPG and SEND

**Intended Outcome 2:** Pupils are supported to receive specific interventions and/ or support to match their emerging needs. This includes Social and Emotional needs

Staffing during the academic year was adapted to meet emerging need and was reviewed regularly. This included:

- Reception – additional TA 2b for the first term
- Year 1 - intensive NELI programme and intensive phonics catch up programme.
- Year 6 – HLTA support
- The family learning mentor role was adapted during the course of the year to extend the role into class. This now means the FLM has close links with teachers and pupils to identify emerging need and understand how the specific child's need can be met through SEMH/ SEL interventions, parent/ family support, classroom strategies, SEND support and wider opportunities.

Next Steps: Continue with additional/ recovery support in identified classes. TLR role and FLM to work closely to monitor need and ensure this is met through appropriate strategies

**Intended Outcome 3:** To continue to ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.

Pupil Attendance

Attendance is not comparable to Sept 20 – Aug 21 due to COVID

	Sept 2021 – Aug 2022	Sept 2022 – Aug 2023
All Pupils	95.5%	96.3%
PPG	93.5%	92.6%
Non PPG	96.0%	97.2%
PA		13 children

Next Steps: Continue with this strategy ensuring that absenteeism forms a key part of the TLR/ FLM focus

**Intended Outcome 4:** All families in school know that there is support available to them to support their child and their family.

Family Learning mentor role has been developed and expanded to support pupils in class as well as out of class

Family learning mentor engages regularly with identified parents/ families.

Next steps: FLM to have even greater presence in class and therefore children know them well. Greater presence on social media and outside school to break down barriers

**Intended Outcome 5:** Pupils in receipt of PP funding have full access to curriculum, extra-curricular activities (where appropriate) resources, uniform, residential visits and trips

PPG funding was used to support several children in the Y6 residential. Access to BASC places has been taken up and uniform purchased where necessary.

6 pupils were subsidised with their residential visit

5 pupils have been in receipt of BASC support

A family was supported with emergency food/ living support.

Uniform donation scheme has been popular and well supported by the school community – this needs to continue

Next steps: Ensure this continues – early identification of pupils for Y6 residential, develop uniform donation scheme, ensure priority access to BASC for PPG pupils.

**Intended Outcome 6:** Governors show a thorough understanding of the barriers facing PP pupils and how school is addressing these

Governors are informed and update regularly regarding the PP funding intentions and reasons why.

Next steps: Ensure Governors (especially PPG nominated governor) have the training, time and expertise to be able to hold school to account throughout the year. Explore training options and PPG specific reports for Governors meetings – develop links with FLM and TLR in order to do this.

## 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
n/a	