



Key point: the gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows bigger at every stage of education afterwards.

DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011.

Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for pupils:

- pupils who qualify for free school meals, or have done at any time in the past six years (£1,455 per child)
- pupils who have a parent serving in the armed forces (£335 per child)
- pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£2,530 per child)
- pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (£2,530 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Stanley Grove Primary Academy
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	24.09.23
Date on which it will be reviewed	26.07.24
Statement authorised by	Amy Footman
Pupil premium lead	Amy Footman
Governor / Trustee lead	Rachel Wise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£456,318
Recovery premium funding allocation this academic year	£43,935
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	£500,253

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in



the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils indicate that writing was most impacted by the pandemic due to poor pupil engagement during remote learning.
4	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
5	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.
6	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their 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
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Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2 – 4 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2022 - 23.
Challenge 5 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.
Challenge 6 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • a reduction of incidents on CPOMs linked to mental health

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: £280,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS Elklan Training for all staff and Level 3 training for key staff	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1



Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Refine Whole Class Reading model (WCR) and Guided Reading (GR) model in Y3 – Y6. Continued engagement with English Hub on two projects – Transforming Schools Reading Culture and Early Language. Resources, staff training and English Lead resource time.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Reflective Inquiry – teacher CPD program to develop reflection skills and embed new skills introduced in training.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4
Maths White Rose training, resources and materials.	The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4



	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £125,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional PLA support in all Reception and Key Stage One Classes (6 x additional PLA) proportion of cost from PP allocation.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
Full time intervention Learning Assistant providing targeted support in LKS2 for early reading and phonics.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Full time intervention Learning Assistant providing targeted support in UKS2 for early reading and phonics and maths.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Full time Language and Communication Learning Assistant for Nursery providing specific support for pupils with SLCN.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1



LKS2 0.6 FTE additional teacher to deliver targeted maths interventions.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
Lexia Core5 Reading programme to accelerates the development of literacy skills. 150 licences for Y2 – Y6 pupils.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p>	1, 2, 3
Speech and Language Therapy support to provide assessment and advice 1 day per week.	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF</p>	1, 2, 3

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

Budgeted cost: £93,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent education programme- staff resource time.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.- EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 6
Identification of eligible pupils through SIMs OFSM package.	<p>Accurate and timely identification of eligibility is essential in PP management.</p>	1 - 6



Sept- Dec 2023 Full time artist/creative team to work on whole school/class/individua l projects around creativity and well- being. 'Building the Bridge' project in partnership with University of Manchester and Manchester City Council.	Benefits of arts participation have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported – EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 6
Minibuses to enable enrichment offer.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation /regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Free residential offer Y3 - Y6 and subsidised educational visits N – Y6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes- EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of online platform 0.6 PLA Forest School interventions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6



Total budgeted cost: £499,998



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 2022 – 23 academic year.

Year Group	Subject	All	Dis	Non Dis
Reception – 80 pupils FSM 34/ Non FSM 46				
R	Literacy	(38) 48%	(18) 53%	(25) 54%
	Maths	(39) 49%	(17) 50%	(24) 52%
Year 1 – 92 pupils Dis 28/ Non Dis 64				
Y1	Reading	(48) 52%	(15) 54%	(32) 51%
	Writing	(46) 50%	(16) 57%	(29) 46%
	Maths	(44) 49%	(15) 54%	(29) 46%
Year 2 – 90 pupils Dis 30/ Non Dis 60				
Y2	Reading	(54) 60%	(20) 67%	(34) 57%
	Writing	(46) 51%	(16) 53%	(30) 50%
	Maths	(51) 57%	(17) 57%	(34) 57%
Year 3 – 93 pupils Dis 35/ Non Dis 58				
Y3	Reading	(51) 55%	(16) 46%	(35) 60%
	Writing	(49) 52%	(16) 46%	(32) 55%
	Maths	(52) 52%	(17) 49%	(31) 53%
Year 4 – 86 pupils Dis 35/ Non Dis 51				
Y4	Reading	(54) 63%	(22) 63%	(32) 63%
	Writing	(49) 57%	(21) 60%	(28) 55%
	Maths	(54) 63%	(24) 69%	(30) 59%
Year 5 – 93 pupils Dis 42/ Non Dis 5				
Y5	Reading	(67) 72%	(30) 71%	(37) 72%
	Writing	(60) 65%	(27) 64%	(34) 66%
	Maths	(57) 61%	(27) 64%	(30) 58%
Year 6 – 91 pupils Dis 53/ Non Dis 38				
Y6	Reading	(61) 67%	(37) 70%	(24) 63%
	Writing	(64) 70%	(38) 72%	(26) 68%
	Maths	(61) 67%	(35) 66%	(26) 68%

As the data above shows, outcomes for pupils eligible for pupil premium were as good as or better than for those non- disadvantaged pupils except in Year 3 reading.



This reflects an improving picture for our pupils eligible for pupil premium as 2020 outcomes showed a significant difference in six subjects across all year groups compared to two in 2021 and none in 2022.

2022-23 outcomes

Intended outcome	Progress to date
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Moderation of writing shows improved use of vocabulary.
Challenge 2 – 4 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2022 - 23.
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Challenge 6 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • a significant reduction of incidents on CPOMs linked to mental health