# Pupil premium strategy statement

## School overview

| Metric | Data |
|---|---|
| School name | Stoneraise School |
| Pupils in school | 156 |
| Proportion of disadvantaged pupils | 17% |
| Pupil premium allocation this academic year | 2022-23 = £20,030<br>2023-24 = £35,590 |
| Academic year or years covered by statement | 1/9/2022 - 31/08/2023 |
| Publish date | 01/09/2023 |
| Review date | 25/09/2023 reviewed by GB<br>July 2024 next review. |
| Statement authorised by | Clem Coady |
| Pupil premium lead | Clem Coady |
| Governor lead | Rob Simmons |

## Disadvantaged pupil progress scores for last academic year (2022/23) provisional data

| Measure | Score |
|---|---|
| Reading | 105 |
| Writing | Expected Standard |
| Maths | 104 |
| Measure | |
| Meeting expected standard at KS2 | 1 |
| Achieving high standard at KS2 | 0 |

## Strategy aims for disadvantaged pupils (Sept 2023-2024)

| Measure | Activity |
|---|---|
| Priority 1 | Embed reading for pleasure as a school culture through the use of Accelerated Reader and Read Write Inc program |
| Priority 2 | Develop use of iPads in school to ensure children can access a range of online resources independently during lessons. |
| Barriers to learning these priorities address | Ensure staff used evidence-based teaching pedagogy to develop pupil understanding. |
| Projected spending | £16,000 |

We adopt the Education Endowment Foundation's tiered approach to Pupil Premium spending, by aiming to ensure quality-first teaching, supported by targeted academic support and wider strategies to promote non-academic outcomes such as wellbeing and attendance.

## Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|---|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | July 2024 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | July 2024 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Mathematics (0) | July 2024 |
| Phonics | Achieve national average expected standard in PSC | July 2024 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | - Ensure teachers have had CPD in AR programme and RWInc.<br>- Ensure school has full resources to maximise the use of the schemes including reading books for pleasure and WRInc booklets, |
| Priority 2 | - Ensure teachers have CPD linked to developing experts in Science and mathletics/white rose maths. |
| Priority 3 | - Ensure support staff available every morning in every class to address misconceptions in learning and ensure children have access to support in core subjects when needed. |
| Barriers to learning these priorities address | -Staff time and cost of CPD<br>-Lack of resources to use in the classroom |
| Projected spending | £22,000 |

## Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Develop learning outside of school for disadvantaged pupils, supported by the Letterbox |

| | Club. |
|---|---|
| Priority 2 | Provide Curriculum enrichment activities including access to wider curriculum including computing and music. |
| Priority 3 | Provide emotional and social interaction support groups for targeted children to raise self-esteem and readiness to learn. |
| Barriers to learning these priorities address | Limited resources to learn independently at home. Financial barriers to participate in music/computing residential trips |
| Projected spending | £14,000 |

## Monitoring and Implementation

| Area | Challenge | Mitigating action |
|---|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Time to develop and embed CPA | Use of Staff meeting and INSET to develop and enhance this area of school. |
| Wider strategies | Engaging with families | Continued dialogue with families regarding extra-curricular clubs and supporting materials. |

## Review: 2022-2023 aims and outcomes

| Aim | Outcome |
|---|---|
| Increase reading comprehension scores across PP children. | Externally set and marked national assessments were completed during September (base measure) and July (end measure) indicates that reading mean standardised scores increased.<br><br>Reading ages improved on average by 17 months from September to July.<br><br>Reading Progress Matrix for 25 Pupils (from 2022-2023) who are FSM<br><br>**2022-2023 Sum2 GL Standardised Score**<br><br>2022-2023 Aut1 GL Standardised Score<br><br>_(matrix below)_ |

Reading Progress Matrix for 25 Pupils (from 2022-2023) who are FSM

| 2022-2023 Aut1 GL Standardised Score | No Data | <= 85 | 86-89 | 90-110 | >= 111 |
|---|---|---|---|---|---|
| No Data | 3 pupils (12%) | | | | 2 pupils (8%) |
| <= 85 | | 7 pupils (28%) | 1 pupil (4%) | 1 pupil (4%) | |
| 86-89 | | 2 pupils (8%) | | | |
| 90-110 | 1 pupil (4%) | | | 6 pupils (24%) | 2 pupils (8%) |

| Aim | Outcome |
|---|---|
| Increase outcomes in maths. | Externally set and marked national assessments were completed during September (base measure) and July (end measure) indicates that mean standardised scores increased. |

**Maths Progress Matrix for 25 Pupils (from 2022-2023) who are FSM**

| 2022-2023 Aut1 GL Standardised Score | 2022-2023 Sum2 GL Standardised Score | | | | |
|---|---|---|---|---|---|
| | No Data | <= 85 | 86-89 | 90-110 | >= 111 |
| No Data | 3 pupils (12%) | | | 1 pupil (4%) | 1 pupil (4%) |
| <= 85 | 1 pupil (4%) | 3 pupils (12%) | | 5 pupils (20%) | |
| 86-89 | | | | 1 pupil (4%) | |
| 90-110 | | | 1 pupil (4%) | 5 pupils (20%) | 1 pupil (4%) |
| >= 111 | | | | 2 pupils (8%) | 1 pupil (4%) |

| | |
|---|---|
| To broaden the curriculum experience | Free access to 1-1 music instrument tuition was a specific target to broaden and enrich the curriculum. 2 children are working towards grade 1 in clarinet. |