

Pupil premium strategy statement 2021-2022

STOKES WOOD PRIMARY SCHOOL

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	Stokes Wood Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	33.73% (142 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Gadsby
Pupil premium lead	Jane Gadsby
Governor / Trustee lead	Nilesh Makwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£ 20,590
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	£211,580

Part A: Pupil premium strategy plan

Statement of intent

- *Stokes Wood Primary School is a school in one of the most disadvantaged areas in Leicester City. The school has an increasing % of disadvantaged pupils at 35% and also pupils which fall in a band just below this threshold. Over 50% are from an ethnic minority with English as an additional language and a significant proportion of the white British pupils have some degree of language deprivation. This has worsened over the covid period.*
- *The ultimate objectives for our disadvantaged pupils are to support all pupils to fulfil their potential academically and in their personal development through high quality first teaching, academic coaching and well- evidenced interventions. To do this, disadvantaged pupils will be supported to accelerate their academic progress so that an increased percentage achieve Age Related Expectations in reading, writing and maths by the end of Year 6 and indeed across the school. Additional academic coaching in Year 6 also supports targeted pupils and Year 5 through school based staff academic coaching and the NTP.*
- *Targeted pupils and families are supported in getting to school every day and on time.*
- *The key principles of our strategy plan are to close the gap between the attainment of disadvantaged and non-disadvantaged pupils across the school by accelerating the progress of disadvantaged pupils. However, the staff take a whole school approach, identifying early, those pupils, which need intervention, and putting in required actions to all those pupils who need it.*

2020-21 Stokes Wood Primary School: pupils working at age-related expectations

Year	Pupils	Groups	Reading (R)		Writing (W)		Maths (M)		RWM Combined	
Year 1	53	All Pupils	21	46.7%	16	35.6%	16	35.6%	13	8.9% ²
	18	Pupil Premium	2	15.4%	1	7.7%	0	0%	0	0%
	35	Non-Pupil Premium	19	59.4%	15	46.9%	16	50.0%	13	40.6%
Year 2	61	All Pupils	23	40.4%	18	31.6%	21	36.8%	18	31.6%
	24	Pupil Premium	3	14.3%	1	4.8%	1	4.8%	1	4.8%
	37	Non-Pupil Premium	20	55.6%	17	47.2%	20	55.6%	17	47.2%
Year 3	62	All Pupils	24	41.4%	20	34.5%	27	46.6%	17	29.3%
	25	Pupil Premium	4	17.4%	2	8.7%	5	21.7%	1	4.3%
	37	Non-Pupil Premium	20	57.1%	18	51.4%	22	62.9%	16	45.7%
Year 4	77	All Pupils	21	29.6%	14	19.7%	15	20.5%	8	11.3%
	35	Pupil Premium	7	21.9%	4	12.5%	3	9.4%	1	3.1%
	42	Non-Pupil Premium	14	35.9%	10	25.6%	12	29.3	7	17.9%
Year 5	74	All Pupils	27	36.5%	22	29.7%	27	36.5%	16	21.6%
	30	Pupil Premium	5	16.7%	4	13.3%	5	16.7%	3	10.0%
	44	Non-Pupil Premium	22	50.0%	18	40.9%	22	50.0%	13	29.5%
Year 6	58	All Pupils	39	67.2%	39	67.2%	44	75.9%	37	63.8%

	21	Pupil Premium	11	52.4%	11	52.4%	12	57.1%	10	47.6%
	37	Non-Pupil Premium	28	75.7%	28	75.7%	32	86.5%	27	73.0%
Year 1-6	385	All Pupils	155	42.7%	129	3.5%	150	41.1%	109	30.0%
	153	Pupil Premium	32	22.9%	23	16.4%	26	18.6%	16	11.4%
	232	Non-Pupil Premium	123	55.2%	106	47.5%	124	55.1%	93	41.7%

There is a significant gap between the attainment of disadvantaged and non-disadvantaged pupils. The gap has widen since Covid.

The gap between the two groups of pupils in Year 6 is slightly less.

Data shows that funding would be beneficially spent in the following areas –

- *Oracy and early communication development*
- *Continued development in core subjects- particularly writing*
- *Resources and pre and post teaching to aid accessibility to lessons*
- *Tutoring/academic coaching for children who require 1-1 support*
- *Increased life experience to give contexts for learning- enrichment*
- *Attendance and well-being support to ensure children are ready to learn*
- *A contingency budget to allow for further initiatives as issues arise through the year*

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 have identified greater delay in language development in disadvantaged pupils and increased delay due to covid. This is due to a lack of access to language – especially from books: difficulty or reluctance in reading/writing/EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils (due to lack of conversation, interaction with adults). Lack of opportunity to develop language through cultural activities.
2	Monitoring and analysis of attendance data identifies poor attendance and lateness of a small group of pupils (persistent absentees). Attendance % 2020/2021 <ul style="list-style-type: none"> • Non-pupil premium children 97.11% ▪ pupil premium children only 94.68%
3	Observations and monitoring identify behaviour and mental health issues for disadvantaged pupils with specific social and emotional needs, which affect their optimum access to learning and impacts on their academic progress as well as their well-being. A number of pupils also have medical needs such as ASD and ADHD, hearing impairment, as well as attachment and delayed social interaction difficulties.
4	Assessments and observations identify pupils who's families are just above the economic threshold for Pupil Premium but who are as disadvantaged and sometimes more so as parents are working long hours and have little time to support their children at home in learning and everyday life skills.
5	Analysis of data and discussions identify that for some disadvantaged pupils, parental engagement with school - especially regarding attendance at information and workshop evenings, support with reading at home, lack of parental aspiration for themselves and their children slows their academic progress.
6	Data analysis identifies that pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning struggle to make expected progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and pupil observations and learning walks 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 assessment for learning.
To achieve and maintain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the number of all pupils who are persistently absent (15%) to reduce from 6 pupils and to reduce to zero from 2 pupils, those who have a 20% persistent absence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil interviews and observations, pupil and parent surveys. a sustained low bullying incident rate sustained high levels in participation in enrichment activities, particularly among disadvantaged pupils
Improved RWM combined attainment among disadvantaged pupils.	KS2 RWM outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved small steps progress for disadvantaged pupils with SEND	90 % of disadvantaged SEND pupils make expected small steps progress in 2024/25 (The small steps progress would be determined by the individual pupil and their SEND.)

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: £394,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Y5/6 teacher and HLTA to release Deputy Head and subject leaders to support improvements in teaching and learning across the school in reading and writing as well as foundation subjects, which will include lesson observations, lesson studies to focus on pupil progress, pupil and teacher interviews. Leaders will focus on the progress of disadvantaged groups and strategies to support them to catch up where appropriate using a range of interventions, including Voice 21 whole school approach.</p> <p>Additional teacher and teaching assistants to deliver a range of interventions to close the gaps in learning for disadvantaged pupils in EYFS and KS1 including NELI, phonics interventions and Fun Time to develop language.</p>	<p>Progression in curriculum subjects has been reviewed and monitoring now required to ensure coherence in skills progression across the school. Ongoing review and monitoring of impact required.</p> <p>Identified school improvement objectives focus on increasing % of disadvantaged pupils achieving GDS by the end of KS2 and increasing % of all pupils achieving ARE at the end of the EYFS and KS1.</p> <p>EEF evidence based reports used to decide on the best interventions to deliver.</p> <p>Oral interventions, comprehension interventions add 6 months. collaborative, mastery and phonics interventions can add 5 months.</p>	<p>1,3</p>

<p>Ongoing employment since Sept 2011 of two Learning Behaviour Mentors to support disadvantaged pupils and other vulnerable pupils and their families.</p> <p>3 additional TAs and learning behaviour mentor to support academic coaching in Y6 for disadvantaged pupils</p> <p>AHT for Pastoral support of pupils and their families.</p>	<p>There are a significant number of pupils across the school who have social, emotional, mental health needs which impact on their attitude and outcomes for their own learning as well as those around them. The vast proportion of these pupils are disadvantaged. Early and daily intervention by these staff improves mental well-being and self-esteem (use of evidenced strategies and interventions: play therapy, Solihull Approach, Team Teach, evidenced counselling strategies). EEF: whole school approach to behaviour and school ethos.</p>	<p>2,3,4,5</p>
<p>Nurture group and super stars staffing to support vulnerable/disadvantaged pupils and those falling behind in KS1.</p> <p>NT intervention teacher for lower achieving and SEND pupils in Y4, 5 and 6 to accelerate progress using small group teaching and evidenced based interventions.</p> <p>TAs employed in the afternoons to support phonics and reading in Y1 (evidence based phonics and BRP interventions).</p> <p>TAs employed to deliver academic coaching at lunchtimes in Y6.</p> <p>Provision mapping software tracks progress of pupils in interventions.</p>	<p>Academic outcomes for NT intervention group provide termly evidence of accelerated progress in Reading and Maths particularly. EEF evidence based interventions used: Literacy 4 x 30 mins of Fresh Start per week. Individualised spelling programme set by specialist teacher; 2x30 minutes a week on Nessy Reading and Spelling3x30minutes. Guided reading/writing with specialist teacher.</p> <p>Maths : Specific interventions set and delivered by specialist teacher at 3 different levels (currently bands 1,2,3) according to ability - TA support given within these groups on a ratio of 1:5.</p> <p>Superstars use evidenced based interventions: Adapted Year 3 curriculum, Fun Time, Social Interaction, Games (social skills), Fine Motor Skills (Oxford OT resources), 1:1 Speech and Language Therapy from individual plans, Language for Thinking, BRP, Early Words, Let's Talk, Think it Say it, Phonics (KTC), Teach your monster to read, personalised approach to behaviour management, OAA (Forest School).</p> <p>Teacher delivering Talk for Writing, Voice 21 (language based projects) mastery approach across the school (EEF evidenced).</p>	<p>1,3,4,5,6</p>

<p>Additional part time HLTA to release subject leaders to monitor all aspects of the curriculum (planning, delivery, skill progression and impact on pupil outcomes).</p>	<p>In EYFS learning environment is planned to develop language and child initiated/adult led is appropriately balanced for disadvantaged children. NELI (EEF evidenced)</p> <p>Effective feedback and academic coaching (EEF evidenced).</p> <p>Delivery of parent workshops across the school (EEF evidenced).</p>	
<p>Nurture group staffing also address the emotional needs of Y1 and Y2 pupils who find a whole day in the classroom difficult.</p>	<p>EEF evidenced interventions to improve attendance and progress:</p> <p>6Rs link Social and Emotional Learning (SEL) with academic progress</p> <p>Provision of extra-curricular clubs and sport attached to Literacy or Maths in after school clubs</p>	<p>2,5</p>

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

Budgeted cost: £25,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme. 9 children receiving 15 hours of tuition 1 to 1 or 1 to 3.	EEF evidenced reports Comprehension interventions add 5 months	1,4
After school targeted reading clubs led by class teacher (1-4 /6).	EEF evidenced reports Comprehension interventions add 5 months	1,4
After school reading and writing clubs with sport led by Leicester City Football in the Community (National Literacy Trust) (Primary Stars).	EEF evidenced reports	1,4
After school maths targeted club Y4 and Y6.	EEF evidenced reports	1,4
Y6 1 to 1 support during lunchtime and before school in Y6.	EEF evidenced reports	1,4
Y1 Changing the Story (Rising Stars intervention) Funded	EEF evidenced reports Comprehension interventions add 5 months	1,4
NELI Funded and delivered by addition teacher in EYFS (see above)	EEF evidenced reports Oral language based intervention	1,4

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

Budgeted cost: £16,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Daily walking bus: 2 members of staff who collect disadvantaged pupils whose attendance/ punctuality is poor or their start to the day at home means they arrive unsettled at school.	EEF evidenced interventions to improve attendance and progress: 6Rs link Social and Emotional Learning (SEL) with academic progress Provision of extra-curricular clubs and sport attached to Literacy or Maths in after school clubs	2,5
Provision of learning behaviour/family support worker and AHT for pastoral to support the emotional well-being of pupils and families.	EEF evidenced interventions to improve attendance and progress: 6Rs link Social and Emotional Learning (SEL) with academic progress	2,5
Whole school Ethos, Mission Statement and Aims are golden threads. Delivery of whole school approach by all staff with CPD led by AHT for pastoral care. Employment of a play therapist for 2 x half a day a week.	EEF evidence: Whole school approach to behaviour management and emotional well-being and these play/language based interventions have been proven to increase social, emotional, mental health as well as academic outcomes for targeted groups of pupils over time.	1,3,6
Free clubs, subsidised trips and visits (non-sports clubs) to increase opportunity and experience and encourage attendance and increase aspiration. (Theatre, Life Bus, visits to school.)	Pupil premium pupils generally do not get these opportunities and experiences unless provided by school. EEF reports evidence that cultural and enrichment activities increase aspiration and cultural capital for this group of pupils and increase academic outcomes over time.	1,4,5

Total budgeted cost: £437,213

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 2020 to 2021 academic year.

[Review: 2020-21 aims and outcomes](#)

Aim

To further increase the % of disadvantaged pupils achieving ARE in Reading, Writing and Maths in each year group and close the gap between % of disadvantaged pupils and non-disadvantaged pupils nationally achieving ARE in RWM at the end of KS2

Outcome**Year 6 pupils at end of Year 6, 2020-21**

	Reading	Writing	Maths	RWM
All Pupils (59 pupils)				
At ARE	40 (67.8%)	40 (67.8%)	39 (66.1%)	38 (64.4%)
GDS	0 (0.0%)	0 (0.0%)	6 (10.2%)	0 (0.0%)
At or Above ARE	40 (67.8%)	40 (67.8%)	45 (76.3%)	38 (64.4%)
Pupil Premium (21 pupils)				
At ARE	11 (52.4%)	11 (52.4%)	11 (52.4%)	10 (47.6%)
GDS	0 (0.0%)	0 (0.0%)	1 (4.8%)	0 (0.0%)
At or Above ARE	11 (52.4%)	11 (52.4%)	12 (57.1%)	10 (47.6%)
Non-Pupil Premium (38 pupils)				
At ARE	29 (76.3%)	29 (76.3%)	28 (73.7%)	28 (73.7%)
GDS	0 (0.0%)	0 (0.0%)	5 (13.2%)	0 (0.0%)
At or Above ARE	29 (76.3%)	29 (76.3%)	33 (86.8%)	28 (73.7%)

Year 6 pupils at end of Year 2, 2016-17 (pupils missing assessment not included in percentages)

	Reading	Writing	Maths	RWM
All Pupils – 43 pupils (59 pupils in cohort - 16 pupils missing assessment)				
At ARE	23 (53.5%)	19 (44.2%)	21 (48.8%)	18 (41.9%)
GDS	2 (4.7%)	1 (2.3%)	2 (4.7%)	0 (0.0%)
At or Above ARE	25 (58.1%)	20 (46.5%)	23 (53.5%)	18 (41.9%)
Pupil Premium – 17 pupils (21 pupils in cohort – 4 pupils missing assessment)				
At ARE	7 (41.2%)	5 (29.4%)	6 (35.3%)	4 (23.5%)
GDS	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
At or Above ARE	7 (41.2%)	5 (29.4%)	6 (35.3%)	4 (23.5%)
Non-Pupil Premium – 26 pupils (38 pupils in cohort – 12 pupils missing assessment)				
At ARE	16 (61.5%)	14 (53.8%)	15 (57.7%)	14 (53.8%)
GDS	2 (7.7%)	1 (3.8%)	2 (7.7%)	0 (0.0%)
At or Above ARE	18 (69.2%)	15 (57.7%)	17 (65.4%)	14 (53.8%)

<p>To further increase the % of disadvantaged pupils achieving ARE in Reading, Writing and Maths in each year group and close the gap between % of disadvantaged pupils and non-disadvantaged pupils nationally achieving ARE in RWM at the end of KS2.</p> <p>Same in Y1 phonics.</p>	Disadvantaged pupils no/% End of KS1	Reading EXS/ARE 14.3%	Writing EXS/ARE 4.8%	Maths EXS/ARE 4.8%	RWM EXS/ARE 4.8%
	GDS	0%	0%	0%	0%
	Non disadvantaged pupils no/%	59%	48.7%	56.4%	48.7%
	GDS	0%	0%	0%	0%
	National				
	Disadvantaged pupils no/% Y1 15 (30.6%) Y2 21 (35%)	Phonics Y1 3 21.4%	Phonics Y2 15 71.4%		
	Non disadvantaged pupils no/% Y1 34 (69.4%) Y2 39 (65%)	23 67.6%	33 84.6%		
	National				
<p>To close the gap for progress made between disadvantaged pupils at Stokes Wood and non-disadvantaged pupils nationally. End of KS2 at least 6 steps progress Y6 disadvantaged 21 (35.6%)</p>	<p>Pupils making at least 6 steps progress (Year 1 not included as end of Reception uses different progress measure) (Pupils missing assessment not included in percentages)</p>				
		Reading	Writing	Maths	
	Year 6 – 59 pupils in cohort – 5 pupils missing data				
	Pupil Premium - 20 (21 – 1 missing data)	18 (90.0%)	18 (90.0%)	18 (90.0%)	
	Non-Pupil Premium - 34 (38 – 4 missing data)	32 (94.1%)	31 (91.2%)	32 (94.1%)	
	All Pupils - 54 (59 – 5 missing data)	50 (92.6%)	49 (90.7%)	50 (92.6%)	
Years 2 – 60 pupils in cohort – 6 pupils missing data					

<p>Non-disadvantaged 38 (64.4%)</p> <p>Year 2-6 at least 6 steps progress.</p> <p>Disadvantaged 118 (10 missing data –new to school).</p> <p>Non-disadvantaged 107 (29 missing data-new to school).</p>	Pupil Premium - 21 (21 – 0 missing data)	12 (57.1%)	12 (57.1%)	17 (81.0%)
	Non-Pupil Premium - 33 (39 – 6 missing data)	27 (81.8%)	28 (84.8%)	28 (84.8%)
	All Pupils - 54 (60 – 6 missing data)	39 (72.2%)	40 (74.1%)	45 (83.3%)
	Year 2-6 – 334 pupils – 39 pupils missing data			
	Pupil Premium - 118 (128 – 10 missing data)	100 (84.7%)	96 (81.4%)	93 (78.8%)
	Non-Pupil Premium - 177 (206 – 29 missing data)	159 (89.8%)	161 (91.0%)	152 (85.9%)
	All Pupils -295 (334 – 39 missing data)	259 (87.8%)	257 (87.1%)	245 (83.1%)

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
Primary Reading Stars	Leicester City in the Community /National Literacy Trust
Primary Writing Stars	Leicester City in the Community /National Literacy Trust
Changing the Story	Rising Stars (Hachette)

Further information (optional)

Our physical activity and healthy life style programme supports all children but particularly those who are disadvantaged, who lack opportunities due to their financial, cultural and back ground situation. The Daily Mile initiative for example means that all children in KS2 run, jog, walk for 10-15 minutes every day on our all-weather track funded by the Sugar tax funding. More information on our Evidencing the Impact of the Sports Premium document.