



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2024/25, 2025/26, 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Nick Stevens
Pupil premium lead	Cat Howland
Governor / Trustee lead	Russ Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,440

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils and believe every child should be given the same opportunities as their peers, in all aspects of school life. At Stokenchurch Primary School, we want to provide equality of opportunity for all pupils and strive to ensure that disadvantage does not limit horizons: we want all pupils to fulfil their potential. As a school, we want all members of staff to understand how disadvantages and challenges can affect our pupils. This includes vulnerable pupils who have a social worker and young carers. Through the use of evidence-based strategies we aim to reduce the impact of these challenges.

Research indicates that high quality teaching has the most impact on closing the disadvantage attainment gap, and we aim to focus on continually developing the skills of our staff to raise attainment for every child: disadvantaged and non-disadvantaged pupils.

Activities to support the continued education recovery for pupils who have been most affected by the coronavirus pandemic include targeted support and an increase in the provision of wellbeing support.

All pupils in our school are individuals with their own strengths and challenges. Understanding these needs through diagnostic assessments, discussions and collaboration with professionals and carers enables us to target the right support to our pupils at the earliest opportunity.

Through the implementation of a whole school approach, all staff are responsible for the outcomes of our disadvantaged pupils and we work together to raise standards for all. This report outlines how we intend to use our pupil premium funding to address the challenges we have identified for our pupils, and reviews the impact of our spending of the pupil premium grant last year.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils have social and emotional needs which impact on learning through low self-esteem, reduced attendance, poor concentration and the ability to deal with the demands of the school day.
2	Some disadvantaged pupils' average baseline on entry to school is lower in the EYFS than age-related expectations, particularly for Communication and Language; Understanding and Speech; and Literacy and Managing Feelings and Behaviour
3	Some disadvantaged pupils do not have access to books and educational activities at home to support learning: parents and carers are not always able to support with homework due to time, space or confidence in their ability to help.
4	Staff knowledge of how to recognise and address the challenges to achievement in our disadvantaged pupils.
5	Low attendance for some disadvantaged pupils.
6	51% of disadvantaged pupils in our school have attended at least one previous school prior to joining Stokenchurch.

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
The speech and language skills of disadvantaged pupils will be at least at age related expectations (ARE) by the end of EYFS	<ul style="list-style-type: none"> Disadvantaged pupils' ELGs are at an expected level for communication and language Language Link and Speech Link scores for disadvantaged pupils are at ARE or above

Intended outcome	Success criteria
Disadvantaged pupils will make at least expected progress in maths	<ul style="list-style-type: none"> • Attainment of disadvantaged pupils in maths assessments match or exceed those of non-disadvantaged pupils, so that more than 78% achieve at least the expected standard
Disadvantaged pupils will make at least expected progress in reading	<ul style="list-style-type: none"> • Attainment of disadvantaged pupils in reading assessments match or exceed those of non-disadvantaged pupils, so that more than 80% achieve at least the expected standard
Disadvantaged pupils will make at least expected progress in writing	<ul style="list-style-type: none"> • 75% of disadvantaged pupils' writing will be at ARE or above
Disadvantaged pupils' attendance will be over 95%	<ul style="list-style-type: none"> • Census returns show attendance at greater than 95% for all disadvantaged pupils
Staff confidently use Quality First Teaching strategies to raise attainment for disadvantaged pupils	<ul style="list-style-type: none"> • Evidence of QFT strategies present in all lessons • Evidence of QFT strategies present on teachers' plans • Attainment in reading, writing and maths at ARE or above for disadvantaged pupils
Disadvantaged pupils will have strategies to support their social and emotional development	<ul style="list-style-type: none"> • Disadvantaged pupils' wellbeing scores are within the typical range • Records of behaviour incidents on the playground are at a level of non-disadvantaged pupils
Parents and carers will report more confidence in supporting learning at home	<ul style="list-style-type: none"> • Disadvantaged pupils are reading regularly at home with an adult • Disadvantaged pupils' homework is completed • Pupils have access to the resources needed to complete home learning
Children who have moved to our school from another setting will benefit from an enhanced transition to enable staff to gain a full understanding of their strengths and needs	<ul style="list-style-type: none"> • Enhanced transition in place for disadvantaged pupils moving from another setting • Staff working with disadvantaged pupils joining the school have a clear understanding of pupils' profile

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

Budgeted cost: £3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Maximising the use of learning support assistants	<ul style="list-style-type: none"> Making Best Use of Teaching Assistants <i>EEF Guidance Report</i> Maximising the Impact of Teaching Assistants Project 	1,4
CPD: Using Quality First Teaching to support all pupils in the class	<ul style="list-style-type: none"> Special Educational Needs in Mainstream Schools <i>EEF Guidance Report</i> 	4
CPD: Speech and Language training for staff	<ul style="list-style-type: none"> Preparing for Literacy, <i>EEF Guidance report</i> Effective Professional Development <i>EEF Guidance Report</i> 	2,4
Monitoring and Tracking Progress: Clear monitoring and tracking of progress in maths, gap analyses to be carried out to inform teaching	<ul style="list-style-type: none"> Putting Evidence to Work: A School's Guide +to Implementation Gathering and interpreting data to identify priorities- <i>EEF Guidance Report</i> 	4
High quality training for all LSAs delivering interventions	<ul style="list-style-type: none"> Special Educational Needs in Mainstream Schools <i>EEF Guidance Report</i> 	4
CPD: Staff training regarding EBSNA (Emotion Based School Non- Attendance)- Bucks Local Offer	<ul style="list-style-type: none"> Lester KJ, Michelson D Perfect storm: emotionally based school avoidance in the post-COVID-19 pandemic context <i>BMJ Ment Health</i> 2024; 27:e300944 EEF – Supporting School Attendance 	1,5

Targeted academic support

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Pastoral Support Lead to social and emotional barriers to learning. This includes delivering SEMH (social, emotional and mental health) interventions, working with families and children to understand EBSNA, providing supported lunchtime clubs and other emotional support.</p>	<ul style="list-style-type: none"> • There is a strong evidence base for many of the SEMH interventions delivered. These include Talk About, the Incredible Five Scale, Zones of regulation. • EBSNA toolkits from the local authority advise a personalised approach to understanding the barriers to attendance. A pastoral support lead is able to dedicate the time to analyse and support these. • Cowie, H. (2022). Pastoral care in education today: its continuing role in promoting mental health in children and young people. <i>Pastoral Care in Education</i>, 40(3), 321–327. https://doi.org/10.1080/02643944.2022.2093955 	<p>1,3,5,6</p>
<p>ELSA – Emotional Literacy Support Assistant intervention</p>	<ul style="list-style-type: none"> • Natasha Krause, Laura Blackwell & Simon Claridge (2020) An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils, <i>Educational Psychology in Practice</i>, 36:1, 17-31, DOI: 10.1080/02667363.2019.1657801 • Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i> 	<p>1</p>
<p>Additional teacher in KS2 three days per week to work with groups of children to catch up and provide practical adaptive learning opportunities.</p>	<ul style="list-style-type: none"> • <i>Improving mathematics in Key Stage 2, EEF Guidance Report</i> • Preparing for Literacy, <i>EEF Guidance report</i> 	<p>1,4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA hours provided to ensure smaller adult to child ratio across EYFS	<ul style="list-style-type: none"> Preparing for Literacy, <i>EEF Guidance report</i> Making Best Use of Teaching Assistants <i>EEF Guidance Report</i> 	1,2,4
Speech Link Screening and Intervention	<ul style="list-style-type: none"> Preparing for Literacy, <i>EEF Guidance report</i> 	2,4
Language Link Screening and Intervention	<ul style="list-style-type: none"> Preparing for Literacy, <i>EEF Guidance report</i> 	2
Small group tuition with a qualified teacher	<ul style="list-style-type: none"> EEF Teaching and Learning Toolkit evidence '<i>1:1 Tutoring</i>' 	2
Wellcomm speech and language intervention in nursery	<ul style="list-style-type: none"> Preparing for Literacy, <i>EEF Guidance report</i> 	2,3
Reading Intervention delivered by teacher or HLTA	<ul style="list-style-type: none"> EEF Teaching and Learning Toolkit: '<i>Teach reading comprehension strategies through modelling and supported practice</i>' 	2
Maths Intervention delivered by teacher or HLTA	<ul style="list-style-type: none"> <i>Improving mathematics in Key Stage 2, EEF Guidance Report</i> 	2
1:1 Tutoring	<ul style="list-style-type: none"> EEF Teaching and Learning Toolkit evidence '<i>1:1 Tutoring</i>' 	2
1:1 Dialogic reading with an LSA x 3 per week	<ul style="list-style-type: none"> Watkins, P. (2018). <i>Extensive reading for primary in ELT Cambridge: Cambridge University Press.</i> 	2,3

Wider strategies

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of homework tasks, information sheets and signposting of resources to parents to help support pupils learning at home	<ul style="list-style-type: none"> Working with Parents to Support Children's learning <i>EEF Guidance Report</i> 	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clinical Psychology Advice Clinic- 2 hours per term. Staff training, advice or direct pupil support for children with social, emotional and behavioural needs	<ul style="list-style-type: none"> Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i> 	1,5
Funding for staff supported playground activities for pupils who find unstructured play challenging	<ul style="list-style-type: none"> Improving Behaviour in Schools <i>EEF Guidance</i> 	1,5
Priority and partial funding for disadvantaged pupils to attend school-run extra-curricular clubs	<ul style="list-style-type: none"> Feedback from pupils and parents indicate that the opportunity to participate in extracurricular activities increased the amount of physical activity accessed, raised confidence and builds new skills. 	3
Funding for free school uniform for disadvantaged pupils	<ul style="list-style-type: none"> Although the EEF Toolkit finds that there is little evidence of impact, parents of our pupils have informed us that their children feel more confident about coming to school when wearing the same uniform as their peers. 	1,3
Funding for educational visits and curriculum enhancement activities	<ul style="list-style-type: none"> Our year 5 and 6 outdoor activity trips occur at the end of the year and are incentives for good attendance and behaviour. 	3
Mindfulness and the use of the 'Stokie Second', used in class several times a day to manage self-regulation	<ul style="list-style-type: none"> Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i> 	1
Access to the Rainbow Room: a dedicated room with resources to support pupils' additional needs	<ul style="list-style-type: none"> Improving Social and Emotional Learning in Primary Schools <i>EEF Guidance Report</i> 	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced transition support for disadvantaged pupils joining the school	<ul style="list-style-type: none"> • Complete information about a pupils' challenges and strengths enables us to provide tailored support for the pupil and family and minimises loss of learning. 	3,4,5,6
Designation of Pupil Premium Lead to co-ordinate, plan and support delivery of the strategy's aims	<ul style="list-style-type: none"> • In a large school, it is necessary to have a central point of contact for staff, pupils and parents to ensure consistency in approach and efficiency. 	1,2,3,4,5,6
Creation of the Attendance Team in school to look carefully at attendance patterns and address concerns quickly. School, local and national expertise accessed to support.	<ul style="list-style-type: none"> • Bucks Educational Psychology Service EBSA (emotional based school avoidance) resources • Working Together to Improve School Attendance <i>DfE report</i> • Rapid Evidence Review into Attendance <i>EEF</i> • Securing good attendance and tackling persistent absence <i>Ofsted evidence report</i>. 	5

Total budgeted cost: £78,440

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

The performance of our school’s disadvantaged pupils during the 2023/24 academic year has been analysed. The data we have considered includes the EYFS profile, key stage 1 and 2 performance data, phonics check results and our own internal standardised assessments. In addition to this, we have also looked at attendance data, any records of behaviour incidents, feedback from children, parents and carers, other professionals and staff. Some of our cohorts of disadvantaged pupils are small (less than four pupils), and some have a higher proportion of children with additional needs. Therefore, we intend to consider individual progress in addition to the overall percentages of pupils achieving the expected level or above. Each disadvantaged child is an individual, and quantitative data often benefits from further narrative.

Due to the differing needs in each cohort, we understand the need to adapt and review our activity to ensure it matches the needs. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcome and Success criteria	Review
<p><i>The speech and language skills of disadvantaged pupils will be at least at age related expectations (ARE) by the end of EYFS</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Disadvantaged pupils’ ELGs are at an expected level for communication and language 	<p>2023/24</p> <p>50% of disadvantaged children are at an expected level for communication and language at the end of the EYFS in July 2024. This target was ambitious and was not met. The diagnostic tools we have used have indicated that some of our children additional speech and language needs which may require longer intervention than two terms. Future considerations: disadvantaged pupils to be screened earlier in the academic so earlier intervention could be put in place.</p>

Intended outcome and Success criteria	Review
<ul style="list-style-type: none"> Language Link and Speech Link scores for disadvantaged pupils are at ARE or above 	<p>2022/23</p> <p>This target was not met this year- some additional SEND needs have been identified in a number of our eligible pupils, and advice was sought from the NHS speech and language service. The local service is unable to provide any direct or timely speech and language support so we need to consider whether we need to purchase this ourselves for the next year.</p>
<p><i>Disadvantaged pupils will make at least expected progress in maths</i></p> <p>Success Criteria</p> <ul style="list-style-type: none"> Attainment of disadvantaged pupils in NTS and KS1/KS2 maths assessments match or exceed those of non-disadvantaged pupils, so that more than 78% achieve at least the expected standard 	<p>2023/24</p> <p>Whole school data for maths in the end of year assessments, indicated that 54% of our disadvantaged pupils were working at the expected standard or above, with 11% of these working at greater depth.</p> <p>This compares with 76% of our non-disadvantaged pupils who are working at the expected standard or above.</p> <p>50% of our disadvantaged pupils were working at the expected standard at the end of KS2.</p> <p>Considerations for the future include using our newly purchased number screening tool to identify any gaps as early as possible, and also for staff to closely monitor the progress in maths of our disadvantaged pupils, putting in same day or early intervention if needed.</p> <p>2022/23</p> <p>Outcome achieved in KS1 2023, partially achieved in KS2</p> <p>KS1 2023 results: 100% at least expected for disadvantaged pupils (89% for other pupils in cohort)</p> <p>KS2 2023 results: 78% at least expected for disadvantaged pupils (84% for other pupils in cohort)</p>

Intended outcome and Success criteria	Review
<p><i>Disadvantaged pupils will make at least expected progress in reading</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> • Attainment of disadvantaged pupils in NTS and KS1/KS2 reading assessments match or exceed those of non-disadvantaged pupils, so that more than 80% achieve at least the expected standard 	<p>2023/24</p> <p>In the 2024 KS2 end of key stage assessments, 50% of our cohort achieved the expected standard in reading, which was significantly below the 80% of our non-disadvantaged cohort. This is a dip compared to previous years.</p> <p>Across the school, end of year assessments indicated significant variation between year groups, with one year group having 100% of pupils working at the expected standard and above (year 5), to one year group where 40% of disadvantaged pupils were working at the expected standard or above (year 1). Except for the year 6 data, from year 1 up the school, the proportion of disadvantaged pupils meeting the expected standard or above has increased. This would indicate that the activity has been having an impact for most of our disadvantaged pupils. Future considerations would be targeting tutoring support to pupils who are not making expected or better than expected progress.</p> <p>2022/23 Outcome achieved in 2023 in KS2, partially achieved in KS1.</p> <p>KS1 2023 results: 80% at least expected for disadvantaged pupils (87% for other pupils in cohort)</p> <p>KS2 2023 results: 89% at least expected for disadvantaged pupils. (86% for other pupils in cohort)</p>
<p><i>Disadvantaged pupils will make at least expected progress in writing</i></p> <ul style="list-style-type: none"> • 75% of disadvantaged pupils' writing will be at ARE or above 	<p>2023/24</p> <p>KS2 results 33% of disadvantaged pupils met the expected standard or above in writing, a significant change to the previous year. For non-disadvantaged pupils in the school, this was 65% of pupils in the school.</p>

Intended outcome and Success criteria	Review
	<p>2022/23 Outcome partially achieved in 2023- good progress made, but achievement is not yet matching that of our other pupils in the cohort.</p> <p>KS1 2023 results: 60% at least expected for disadvantaged pupils (74% for other pupils in cohort) KS2 2023 results: 78% Expected or above for disadvantaged pupils. (84% for other pupils in cohort)</p>
<p><i>Disadvantaged pupils' attendance will be over 95%</i> Success criteria</p> <ul style="list-style-type: none"> • Census returns show attendance at greater than 95% for all disadvantaged pupils 	<p>2023/24 35% above 95% 65% above 90% Persistent absentees 35%- lots of these children are new to the school in the last year.</p> <p>2022/23 This outcome has not been achieved. Since the inception of the Pupil Premium Strategy, the cohort of our disadvantaged pupils has changed with attendance being an increased concern.</p> <p>An attendance team has been newly constructed in the school with a clear focus on working with parents and carers to address attendance concerns quickly. Further advice and support are being accessed from the local authority to support with specific children, according to their personal challenges.</p> <p>In 2022/23, 13 of our disadvantaged pupils (28%) are identified as persistent absentees (absent for 10% or more sessions).</p>
<p><i>Staff confidently use Quality First Teaching strategies to raise attainment for disadvantaged pupils</i></p>	<p>2023/24 During learning walks, QFT strategies are present in all lessons. Additional training sessions for LSAs</p>

Intended outcome and Success criteria	Review
<p>Success criteria</p> <ul style="list-style-type: none"> • Evidence of QFT strategies present in all lessons • Evidence of QFT strategies present on teachers' plans 	<p>delivered to help all staff understand how to use these and also to</p> <p>2022/23 During learning walks, QFT strategies are present in all lessons. A continued programme of CPD to help teachers to meet the needs of all learners and apply evidence based teaching strategies is planned for 2023/24. As a school, we believe that continual CPD is necessary and QFT teaching strategies need to be adapted to the children in each class.</p>
<p><i>Disadvantaged pupils will have strategies to support their social and emotional development</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> • Disadvantaged pupils' wellbeing scores are within the typical range • Records of behaviour incidents on the playground are at a level of non-disadvantaged pupils 	<p>2022/23</p> <p>When considering pupil behaviour and wellbeing, observations and assessments indicate that these appear to have returned to a pre-pandemic level on the whole. However, there are a small number of children who continue to need a higher level of support and care. A wellbeing measure has not yet been universally implemented across the school, so comparison is not available. Behaviour incidents on the playground are limited to a small number of pupils, some of who are disadvantaged. Staff training in de-escalation strategies and the promotion of positive behaviour management this year hopes to reduce the number of incidents. A review of the activities available for children on the playground, and the introduction of the choice of calm, indoor, staff supported activities will provide the opportunity for some pupils to access alternative activities.</p>
<p><i>Parents and carers will report more confidence in supporting learning at home</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> • Disadvantaged pupils are reading regularly at home with an adult 	<p>2023/24 2022/23 The majority of our disadvantaged pupils are reading regularly with an adult at home, and are completing homework.</p> <p>A small number have parents who are not able to support at home. Staff are aware of each family's circumstance, and LSAs will read and support these children to complete their reading and homework during the school day if necessary.</p>

Intended outcome and Success criteria	Review
<ul style="list-style-type: none"> Disadvantaged pupils' homework is completed Pupils have access to the resources needed to complete home learning 	
<p><i>Children who have moved to our school from another setting will benefit from an enhanced transition to enable staff to gain a full understanding of their strengths and needs</i></p> <p>Success criteria</p> <ul style="list-style-type: none"> Enhanced transition in place for disadvantaged pupils moving from another setting Staff working with disadvantaged pupils joining the school have a clear understanding of pupils' profile 	<p>2023/24 Outcome achieved.</p> <p>Additional meetings with county support teams and additional training delivered to help staff understand how to meet needs.</p> <p>2022/23</p> <p>Strong links with local schools have made this effective with some of our pupils this year, however there can be a delay in the arrival of pupil records to the school. We aim to make contact with the previous school to ensure information is gathered to support a good transition.</p> <p>We aim to informally assess pupils within the first week of arrival and then build on this with more formal assessments if needed.</p>

Externally provided programmes

Programme	Provider
SNAP-B	Hodder
SNAP- Maths	Hodder
SNAP- SpLD	Hodder
Twinkl Phonics	Twinkl
Wellcomm	GL Assessment
Infant Speech Link	SpeechLink Multimedia
Infant Language Link	SpeechLink Multimedia

Junior Language Link	SpeechLink Multimedia
Literacy Gold	Dyslexia Gold
IDL Literacy and Numeracy	IDL

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Accessing Buckinghamshire's local offer fully, including training from the Virtual School, CAMHs, and family support to ensure all stakeholders are aware of best practice and the support that is available locally.
- Promoting the HAF programme, including identifying families who do not qualify under the FSM criteria, but who would benefit from the offer.
- Continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. This includes developing lunch time club and activities. Disadvantaged pupils will be encouraged and supported to participate.
- Fully using communication and review processes in school to ensure that all staff are aware of any challenges or changes in circumstances that may have an impact on a pupils' wellbeing or ability to learn and engage. This wider support network fosters a greater feeling of belonging.
- Working closely with parents and carers to address any concerns or challenges that may have an impact on our pupils, providing or signposting to other support if needed.

Planning, implementation, and evaluation

Some of the activities in our strategy have been well implemented over time, and some are new and responsive to the needs of a particular cohort. When annually reviewing the impact of the activities, we aim to be critical when considering whether to keep, adapt or remove a particular strategy.

Performance data, attendance data, observations, meetings and conversations have assisted our decisions, and it is important that our Pupil Premium Statement aims reflect those of our School Development Plan. Our continued engagement in the

Buckinghamshire Challenge, a local authority initiative aimed at addressing disadvantage in the County, has provided the opportunity to learn about evidence based practice in action in schools across England.

Implementation to some of the strategies in the Statement has been slightly altered due to staff changes, and better than expected progress by some pupil groups. By adopting a clear plan with regular opportunities to review progress and reflect, we hope to see continued progress by the end of 2025.