

Pupil premium strategy statement – Stuart Road Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 – 2025/2026
Date this statement was published	12.12.24
Date on which it will be reviewed	11.07.25
Statement authorised by	Britta Nicholls
Pupil premium lead	Michelle Riley
Governor / Trustee lead	Gary Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,900.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,900.00

Part A: Pupil premium strategy plan

Statement of intent

At Stuart Road Primary Academy, we believe that all pupils should have access to rich and broad learning experiences that provides opportunities to enhance and develop their learning outcomes. We have the underlying principles of that every child feels that they belong, that they are ready, respectful and safe to learn, daily.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils' learning outcomes are below those of their non-disadvantaged peers. This is shown across reading, writing and maths and for all year groups.

Quality first teaching, underpinned with personalised learning support is at the heart of our approach and Stuart Road Primary. Consistency of staff ensures high quality and continual learning opportunities for pupils with an adapt and adopt approach woven in to the curriculum offer.

The key areas for Stuart Road Primary's strategy are to improve learning outcomes for all disadvantaged pupils in the core subjects, to improve attendance and punctuality and to provide wider curriculum experiences in the locality.

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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations by the Early Years Lead indicates that poor language skills and early oracy prevent achievement of ELG and beyond.
3	Attendance for disadvantaged pupils is 95% or above. This is achieved through engagement with families, promotion of school activities and

	enrichment. Termly tiered letter approach, weekly late letters, weekly celebration and termly certificates. Currently, disadvantaged pupils' attendance 92.4%
4	Disadvantaged pupils benefit from consistently attending extra-curricular opportunities. However at present, our pupils are not regularly attending clubs.

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
<p>1. Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Staff to feel they have the knowledge to support the 4 strands of oracy through CPD and the implementation process within their classrooms</p>	<p>Staff are able to confidently teach explicit oracy skills</p> <p>Oracy is of a high priority across the school and planned sessions are explicitly taught within the school week.</p> <p>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 pupil voice within all subjects.</p>
<p>2. Improved oracy and communication skills in Early Year, providing a strong start.</p>	<p>Early years staff will successfully embed BLANKS levels within the classroom's continuous provision.</p> <p>Termly assessment will show improved speaking and listening for disadvantaged pupils in early years and then beyond.</p> <p>Completion of CPD of Early Language Skills by Early Years Lead and SENDCo.</p> <p>Staff to successfully implement age-appropriate signing (Makaton) to support language development</p>
<p>3. Early interventions for language provide pupils with additional opportunities to achieve well.</p>	<p>Teachers are able to identify pupils with language needs for early intervention and provides timetabled support which is regularly accessed with a clear entry and exit assessment.</p> <p>End of key stage data shows improved outcomes, shared during termly pupil progress meetings.</p>

<p>4. Attendance is in-line with national of 95%.</p>	<p>Attendance tracking shows DIS pupils identified are attending school and achieving 95% and above.</p> <p>Those pupils and their families identified as persistent absentees are provided with a personalised approach to improve attendance</p> <p>Learning opportunities are offered and accessed at home by any persistent absentee.</p>
<p>5. Disadvantaged pupils benefit from extra-curricular opportunities.</p>	<p>DIS lead works alongside PE leader and other key members of staff to track opportunities and involvement in non-academic opportunities for all pupils in receipt of pupil premium funding.</p> <p>School to provide more opportunities using resources in the locality.</p> <p>School to have offered financial support for pupils to access paid enrichment activities when necessary</p> <p>School to ensure disadvantaged pupils are given 'responsibilities and roles' in line with the schools key values. This will be tracked using passport approach listing what each pupil participates in through their time at primary school.</p>

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: £80,246.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>That all disadvantaged pupils achieve well academically.</p>	<p>Cover Supervisor to provide intervention and tutoring</p> <p>Purchase of curriculum resources (RWI, GPAs, Maths)</p> <p>Support staff (CB HLTA, KS TA and SENDCo 4.5 hrs MR).</p>	<p>1, 2, 3</p>

School to create a pupil premium working party with a range of staff to support the implementation stage of ORACY across the year groups	Working party to ensure that the most effective people can implement change and focus on implementing oracy successfully.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,431.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths, reading and writing intervention following termly assessments	High quality teaching and assessment is the most powerful way for schools to support pupil attainment. (EEF Guide to Pupil Premium)	1, 2, 3
Speech and language support using Language Link and Chatterbugs. BLANK levels questioning and assessment for Early Years	Targeted academic support can enhance pupil progress and help boost language development, literacy and numeracy skills. (EEF Guide to Pupil Premium)	1,2

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

Budgeted cost: £221.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
RockSteady music lessons	Provides pupils with an opportunity to learn an instrument and perform in concerts, 3 x a year. Promotes a sense of belonging and improves attendance.	5
Disadvantaged pupils benefit from consistently attending	Attendance at off-site sporting events, inclusion event, residentials, visits to local universities and educational centres, increase pupils'	5

<p>extra-curricular opportunities.</p>	<p>enjoyment of attending school and impacts positively on attendance overall.</p> <p>EEF state: “Wider strategies’ support positive learning behaviours that enable schools to remove non-academic barriers to attainment and get pupils’ learning back on track. The success of these strategies is strongly influenced by whether or not they are implemented with a focus on supportive relationships and strong routines.”</p> <p>Staff to quantify how wider curriculum activities provide improved outcomes for children</p>	
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Total budgeted cost: £94,900.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Language Link	
Chatterbugs	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.