

Pupil premium strategy statement – 2021/22

School overview

Metric	Data
School name	Stopsley Community Primary School
Pupils in school	536
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£191,449
Academic year or years covered by statement	2019 - 2022
Publish date	Sept 2021
Review date	Sept 2022
Statement authorised by	Richard Fordham
Pupil premium lead	Nikki Broderick
Governor lead	Danny Coppin

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	65% expected +
Writing	65% expected +
Maths	61% expected +

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	39%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff are providing good or better provision for pupils by working with maths and English leaders to identify and deliver training and support, where required, to improve outcomes.
Priority 2	Ensure individualised and research-led intervention is offered to PP pupils, where required, to improve attainment and progress in reading, writing, maths and phonics.

Priority 3	Develop and embed the provision and support offered to disadvantaged families in the school community.
Barriers to learning these priorities address	Ensuring all disadvantaged pupils receive high quality, bespoke and effective provision to close the progress gap between PP and non-PP pupils.
Projected spending	£191,449

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	Achieve national average in progress in KS2 reading.	Sept 22
Progress and attainment in Writing	Achieve national average in progress in KS2 writing.	Sept 22
Progress and attainment in Mathematics	Achieve national average in progress in maths.	Sept 22
Phonics	Achieve national average expected standard in PSC at end of year 1	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average (%)	Sept 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure English and maths subject leaders are focused on the provision offered to disadvantaged pupils in the classroom and have the capacity to identify and target areas for development in their subjects.
Priority 2	Work with SLT, teaching staff (including TA's) and SENDCOs to ensure that effective, research-led intervention is being provided for disadvantaged pupils.
Barriers to learning these priorities address	Reducing the gap in progress between PP and non-PP pupils in reading, writing and maths across the school by ensuring effective whole class teaching and intervention.
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
Priority 3	Develop and embed the provision and support offered to disadvantaged families in the school community.
Barriers to learning these priorities address	Difficulty focusing and concentrating on learning due to external factors that could be impacting on families.

	Lack of access to experiences and opportunities available to other community members e.g. sports clubs, trips, cultural capital, etc.
Projected spending	£60,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring there is sufficient time available for core subject leaders to support colleagues, monitor standards and develop implementation of their subject.	<ul style="list-style-type: none"> • Regular release time for core subject leaders. • Release time for colleagues to be supported and developed. • CPD time allocated to core subjects. • Evaluate impact of CPD (both external and internal)
Targeted support	Ensuring that SLT, SENDCOs and/or YGLs have sufficient time to plan interventions that are high-quality, targeted and effective, and to ensure that those delivering the interventions have adequate training and sufficient resources to deliver.	<ul style="list-style-type: none"> • Meeting time for some SLT to analyse data and identify whole school gaps and patterns. • Analyse effective intervention strategies (EEF) • Plan short term, targeted interventions that are measurable. • Train and resource TAs to deliver interventions, or teachers, if appropriate • Monitor and evidence outcomes • Evaluate outcomes in terms of progress/ attainment, and analyse the process around implementation (As a result of this action...Next time I would...)
Wider strategies	Building capacity within the parental engagement/pastoral/wellbeing team to create opportunities to engage with families and build relationships.	<ul style="list-style-type: none"> • Expanded team to develop capacity to engage and support families.
Wider strategies	Building on the initial success for the food and clothes bank and ensuring any families that	<ul style="list-style-type: none"> • Expanded team to develop capacity to engage and support families.

	require it can access the provision.	
Projected spending for monitoring and implementation costs		£51,449

Review: last year's aims and outcomes

Aim	Outcome
Ensure all staff are providing good or better provision for pupils by identifying and delivering training, where required, to improve outcomes.	<ul style="list-style-type: none"> • Our training programme has been more bespoke to support different year groups and focus on the needs of individual teachers and learners. • Teachers and support staff accessed a range of CPD sessions during the first national lockdown to develop subject knowledge. • There has been a focus on English training to increase attainment in reading and writing, in line with the school development plan. • Maths subject leaders have received training from the Enigma maths hub. • Early years lead has attended maths training delivered by the Enigma maths hub to develop teaching for mastery in EYFS. • Outcomes have been difficult to measure accurately due to the impact of COVID but end of year analysis shows that there is a gap between PP and non-PP pupils in attainment and progress. • Where the progress gap was closing in previous years, it is now widening. • Disadvantaged pupils meeting the expected standard at KS2 has dropped from 60% to 39%.
Work on achieving Leading Parent Partnership Award to engage as many families as possible in school life.	<ul style="list-style-type: none"> • LPPA working party was created to identify where to develop our provision. • Difficulties of COVID and lockdown has meant that we have had to learn to engage with parents in new ways • LPPA award was achieved.
Provide a wide range of cross-curricular activities for disadvantaged pupils to experience and to build their cultural capital.	<ul style="list-style-type: none"> • Cultural capital maps have been created for music and art. • Musician of the week is now a feature of daily life in school. • 100 things to do before you leave Stopsley Primary – new initiative is with teachers and pupils, ready to start in September.

	<ul style="list-style-type: none">• Trips and visits have not gone ahead this year due to pandemic, but this will be in fore front of our minds when they are allowed again.• Links have been made to global goals and whole school enrichment activities are being planned each half term. (Summer 1 – cooking/ food waste, summer 2 – outdoor learning/ life on land).
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