



Staplehurst School

Pupil Premium Strategy Statement 2021 2022

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	Staplehurst School
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	18% (National= 22.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	L Davenport (Headteacher)
Pupil premium lead	V French (Assistant Head for Inclusion)
Governor / Trustee lead	C Bay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,974
Recovery premium funding allocation this academic year	£8264 = 4 x £2066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1760
<b>Total budget for this academic year</b>	<b>£86,998</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at Staplehurst School is that every child, no matter their background, has equal opportunities to reach their full potential. We endeavour to provide all children with a broad and ambitious curriculum, where children's wellbeing is at the heart of everything we do. We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet the individual needs through quality first teaching, precision teaching and bespoke interventions. In addition we strive to promote enrichment across our school to improve cultural capital for our children.

We are taking steps to build on our knowledge rich curriculum. Alongside a well taught knowledge rich curriculum, our school has developed a 1:1 Pupil Premium Conferencing model where we work to identify targets for our children each term, incorporating both pupil and parent voice. The conferencing targets provide us with strategic opportunities to work with our families on individualised learning targets to promote home engagement and the closing of the gap between them and their Non-Pupil Premium peers.

At Staplehurst School, we strive to significantly reduce the gap between our PP and Non-PP children in Reading, Writing and Maths.

## Challenges

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

Challenge number	Detail of challenge
1	Reading Our PP group does not achieve as well as our Non PP group. Home engagement can be a challenge with lower levels of literacy for some of our disadvantaged families.
2	Writing Our PP group does not achieve as well as our Non PP group. Home engagement can be a challenge with lower levels of literacy for some of our disadvantaged families.
3	Maths Our PP group does not achieve as well as our Non PP group. Home engagement can be a challenge with lower levels of numeracy for some of our disadvantaged families.
4	Parental engagement A reluctance to engage with school can be a barrier from some of our families. This can be through mental health issues, their own poor

	experiences of school or through cultural differences. Some of our parents lack the confidence to support their children at home.
5.	EY SaLT A lower exposure to a wide vocabulary at home can impact speech and language, with some of our families having limited access to formal spoken English.
6	Extra Curricular activities to develop cultural capital Some of our families do not have aspirational home backgrounds. Some of our families have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
7	Social and emotional Some of our families live with mental health issues within the home and this can lead to increased levels of anxiety and impact readiness to learn for our children.
8	Attendance – specifically PA Our attendance data over the last 3 years (2018/19, 2019/20, 2020/21) indicates that attendance among disadvantaged pupils has been between 2.1 – 7.3% lower than for non-disadvantaged pupils.  Between 35.8 - 44% of disadvantaged pupils have been 'persistently absent' compared to between 11.6 - 20% of their non disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
9.	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
10.	GRT group within the wider PP group (GRT+PP = 41% of Whole PP group) We have a higher than Kent average of GRT children within our school: 0.9% in Kent and 13.7% at Staplehurst. This can provide some cultural challenges between expectations of school and home. These include attendance difficulties due to issues arising from mobility and communities shielding vulnerable members on sites. Currently GRT group attendance = 85.7% and GRT+PP group attendance = 80.3%

## 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><b>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, timestable check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP. To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</b></p>	<ul style="list-style-type: none"> <li>• % of pupils reaching expected standard in comparison to other pupils nationally.</li> <li>• Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</li> </ul> <p><b>PP vs Non PP Reading data 2020 2021</b> <b>58 Pupils</b></p> <table border="1" data-bbox="802 958 1197 1064"> <tr> <td>PP</td> <td>33% Exp</td> </tr> <tr> <td>Non PP</td> <td>38% Exp</td> </tr> </table> <p><b>PP vs Non PP Writing data 2020 2021</b> <b>58 Pupils</b></p> <table border="1" data-bbox="802 1153 1197 1258"> <tr> <td>PP</td> <td>34% Exp</td> </tr> <tr> <td>Non PP</td> <td>45% Exp</td> </tr> </table> <p><b>PP vs Non PP Maths data 2020 2021</b> <b>58 Pupils</b></p> <table border="1" data-bbox="802 1348 1197 1453"> <tr> <td>PP</td> <td>36% Exp</td> </tr> <tr> <td>Non PP</td> <td>48% Exp</td> </tr> </table> <ul style="list-style-type: none"> <li>• Progress of identified disadvantaged pupils reaching the higher standard because of intervention.</li> <li>• Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li> <li>• Timestable check data for disadvantaged pupils is above that of all pupils nationally.</li> </ul>	PP	33% Exp	Non PP	38% Exp	PP	34% Exp	Non PP	45% Exp	PP	36% Exp	Non PP	48% Exp
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<p><b>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.</b></p>	<ul style="list-style-type: none"> <li>• Data collection show progress in disadvantaged pupils attaining the higher standard.</li> <li>• Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis</li> </ul> <p><b>PP vs Non PP Reading data 2020 2021</b></p>												

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<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <p>The overall attendance for whole school to move from 93.2% to 97%</p> <p>The overall attendance for PP children to move from 87.3% to 93.2%, reducing the gap to 4% between PP and Non PP (Current gap is 7.2%)</p> <p>The overall attendance for PA for whole school to move from 23.7% to 11%.</p> <p>The overall attendance for the PP PA group to move from 34.7% to 15.9%, reducing the gap to 6 % between the PP and Non PP (Current gap is 13.6%)</p>												
<p><b>To ensure parental engagement for PP group is improved through close monitoring of attendance for events and engagement with 1:1 PP conferencing.</b></p>	<p>% of PP parents attending consultations is at least in line with Non PP Parents.</p> <p>PP parents consulted re supporting improved attendance of Parent Consultations and preferred options supported (eg Zoom, Daytime appointments, Telephone appointments, Child care on school site) leading to improved % attendance for this group</p> <p>1:1 PP conferencing provision maps record parent voice feedback - % of parents providing feedback tracked</p>												

	<p>Parent workshops recorded and sent to all PP parents who are unable to attend – % attendance recorded and tracked</p>
<p><b>To ensure early identification of Speech and Language concerns in Early Years</b></p>	<p>NELI - children identified and impact recorded on provision maps</p> <p>Speech Link – programmes identified and impact recorded on provision maps</p> <p>Language Link – programmes identified and impact recorded on provision maps</p> <p>School contract with independent Speech and Language Therapist – termly visits to assess and evaluate SaLT progress for children, and providing training for staff - impact data on provision maps</p>
<p><b>To ensure participation in enrichment activities for PP group</b></p>	<p>School club places offered to PP children first and attendance recorded and monitored by PE Lead to secure improved % attendance</p> <p>Educational school visits funded for PP children – attendance recorded and monitored by class teachers to secure improved % attendance</p> <p>% of visits funded for PP Group – monitored by Admin Officer - Finance</p> <p>External visitors funded to support enrichment activities for PP children in school – attendance recorded and monitored by subject leads to secure improved % attendance</p>
<p><b>To ensure social and emotional wellbeing is supported for our PP pupils and their families.</b></p>	<p>Fegans Counsellor – impact data</p> <p>Fegans ‘Parents Supporting Parents’ – impact data</p> <p>Emotional Wellbeing Counsellor – impact data</p> <p>Wellbeing targets incorporated into 1:1 PP conferencing provision maps and impact recorded.</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: £38,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT – whole staff, AHI one day per week	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a> “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).	2,3,4,8,9
QFT – specifically ECT and ECT +1	<a href="#">Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</a> identifies that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010). Within the school context, there are 2 ECTs and 3 ECT+1 teachers being supported this year.	2,3,4,8,9
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only	2,3,4,8,9

	observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. <a href="#">EEF, 2021</a> . Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium Teacher</b> – targeting small groups	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, ( <a href="#">EEF 2021</a> ). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.	2,3,4,8,9
<b>Same Day Intervention Groups</b> – addressing misconception promptly each day.	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, ( <a href="#">EEF 2021</a> ). Daily 'Same Day Intervention' groups address misconceptions immediately and our disadvantaged children are given priority places each day.	2,3,4,8,9
<b>1:1 Pupil Premium Conferencing</b> – Termly meetings with	<a href="#">Verbal Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2,3,4,5,8,9

<p>pupils to target gaps and information/resources shared with parents to support home engagement.</p>	<p>‘Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of <b>verbal feedback</b> show slightly higher impacts overall (+7 Months).’</p> <p>Termly feedback sessions are completed with PP pupils and their class teachers, targeting support for children and supporting their parents to engage with same targets at home.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).</p>	
<p><b>SEN Teaching Assistant</b> – supporting social and emotional development for our PP Pupils to ensure they are ready to learn.</p>	<p>Learning mentors are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (UoC, 2017).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> identifies 3 months + behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learning environment where need is identified</p> <p><b>Lunch Club</b> also supports vulnerable children who struggle with less structured play opportunities. A supported lunchtime means children are ready to learn in the afternoon sessions</p>	<p>2,3,4,8,9</p>

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

Budgeted cost: £32,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Enrichment opportunities</b> including: subsidised trips and residential for children in receipt of the pupil premium grant	The EEF, consider evidence based research unpicking the 'enriching' of education <a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF educationendowmentfoundation.org.uk</a> and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	7,9
<b>Family Liaison Officer</b> – supporting vulnerable families and attendance	<a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a> Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a> 'Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.'	1,2,3,4,5,8,9
<b>Attendance</b> - Subsidised wrap around care for PP families	<a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	2,3,4,9

<p>including Breakfast Club and After School Club.</p>	<p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance.</p> <p>Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).</p>	
<p><b>Family Liaison Officer</b> – supporting and encouraging parental engagement for our vulnerable families</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).</p>	<p>2,3,4,5,8,9</p>

**Total budgeted cost: £ 86,998**

## 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.

*Please see website for previous 2020/2021 PP Impact Statement outcomes.*

[https://www.staplehurstschool.co.uk/images/Pupil\\_Premium\\_Strategy\\_-\\_2020\\_2021\\_EVALUATED.pdf](https://www.staplehurstschool.co.uk/images/Pupil_Premium_Strategy_-_2020_2021_EVALUATED.pdf)

### 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

## Further information (optional)

### 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:

1. Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and further develop effective collaboration with parents.
2. "As early as 1967, the Plowden Report made a case for greater resources to be given to poorer children and the schools that taught them. They did not want mere equality but '**positive discrimination**'."

At Staplehurst School we positively discriminate towards our PP group by:

3. Prioritising children for **Cold Calling**
4. Prioritising children for **Same Day Intervention**
5. Prioritising children for **catch up after absence/missed learning** in SDI
6. Prioritising children for **marking/feedback**
7. Prioritising children for places in **After School Clubs**
8. Prioritising children to join **School Council and Learning Ambassadors**.