



Staplehurst School

Pupil Premium Strategy Statement 2022 2023

Intended Outcomes – EVALUATED

Evaluation of Intended outcomes 2022 2023

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	Evaluation of intended outcome																																				
<p>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.</p>	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. <p>PP vs Non PP Reading data 2021 2022 72 Pupils</p> <table border="1" data-bbox="801 647 1218 807"> <tr> <td>PP</td> <td>20% Exp</td> </tr> <tr> <td>Non PP</td> <td>28% Exp</td> </tr> <tr> <td>Gap</td> <td>-8%</td> </tr> </table> <p>PP vs Non PP Writing data 2021 2022 72 Pupils</p> <table border="1" data-bbox="801 900 1218 1059"> <tr> <td>PP</td> <td>23% Exp</td> </tr> <tr> <td>Non PP</td> <td>31% Exp</td> </tr> <tr> <td>Gap</td> <td>-8%</td> </tr> </table> <p>PP vs Non PP Maths data 2021 2022 72 Pupils</p> <table border="1" data-bbox="801 1190 1218 1350"> <tr> <td>PP</td> <td>36% Exp</td> </tr> <tr> <td>Non PP</td> <td>30% Exp</td> </tr> <tr> <td>Gap</td> <td>+6%</td> </tr> </table>	PP	20% Exp	Non PP	28% Exp	Gap	-8%	PP	23% Exp	Non PP	31% Exp	Gap	-8%	PP	36% Exp	Non PP	30% Exp	Gap	+6%	<p>National Data – unavailable at present School PP data – see below</p> <p>PP vs Non PP Reading data 2022 2023 79 Pupils (yr 1 – yr 6)</p> <table border="1" data-bbox="1435 657 1852 817"> <tr> <td>PP</td> <td>24% EXP</td> </tr> <tr> <td>Non PP</td> <td>42% EXP</td> </tr> <tr> <td>Gap</td> <td>-18%</td> </tr> </table> <p>PP vs Non PP Writing data 2022 2023 79 Pupils (yr 1 – yr 6)</p> <table border="1" data-bbox="1435 906 1852 1066"> <tr> <td>PP</td> <td>30 %EXP</td> </tr> <tr> <td>Non PP</td> <td>52 %EXP</td> </tr> <tr> <td>Gap</td> <td>-22%</td> </tr> </table> <p>PP vs Non PP Maths data 2022 2023 79 Pupils (yr 1 – yr 6)</p> <table border="1" data-bbox="1435 1197 1852 1356"> <tr> <td>PP</td> <td>30 %EXP</td> </tr> <tr> <td>Non PP</td> <td>49% EXP</td> </tr> <tr> <td>Gap</td> <td>-19%EXP</td> </tr> </table>	PP	24% EXP	Non PP	42% EXP	Gap	-18%	PP	30 %EXP	Non PP	52 %EXP	Gap	-22%	PP	30 %EXP	Non PP	49% EXP	Gap	-19%EXP
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- Progress of identified disadvantaged pupils reaching the higher standard because of intervention.
- Phonics check data for disadvantaged pupils is above that of all pupils nationally.
- Times table check data for disadvantaged pupils is above that of all pupils nationally.

Phonics check – National = tbc

58 children took the Phonics Check –
 81% of whole cohort passed
 PP = 78% passed
 Non PP = 84% passed

Times table check – National = tbc

Score	PP%	Non PP%
25 (full marks)	0%	33%
20-24	15%	22%
15-19	24%	12%
10-14	39%	21%
5-9	7%	3%
Below 5	0%	3%
Did not take	15%	6%
Absent	0%	0%

To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.

- Data collection show progress in disadvantaged pupils attaining the higher standard.
- Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis

PP vs Non PP Reading data 2021 2022

72 Pupils

PP	14% GD
Non PP	21% GD
Gap	-7%

PP vs Non PP Writing data 2021 2022

72 Pupils

PP	1% GD
Non PP	8% GD
Gap	-6%

PP vs Non PP Maths data 2021 2022

72 Pupils

PP	7% GD
Non PP	20% GD
Gap	-13%

PP vs Non PP Reading data 2022 2023

Pupils

PP	8% GD
Non PP	28% GD
Gap	-20%

PP vs Non PP Writing data 2022 2023

Pupils

PP	1% GD
Non PP	14% GD
Gap	-13%

PP vs Non PP Maths data 2022 2023

Pupils

PP	4% GD
Non PP	22% GD
Gap	-18%

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <p>The overall attendance for whole school to move from 91% to 97%</p> <p>The overall attendance for PP children to move from 82.7% to 93.2%, reducing the gap to 4% between PP and Non PP (Current gap is 10.5%)</p> <p>The overall attendance for PA for whole school to move from 24% to 11%.</p> <p>The overall attendance for the PP PA group to move from 30% to 15%, reducing the gap to 6 % between the PP and Non PP (Current gap is 15%)</p>	<p>The overall attendance for whole school improved to 93.7 %.</p> <p>The overall attendance for PP children improved to 89.1%, reducing the gap to 6% between PP and Non PP.</p> <p>The overall attendance for PA for whole school decreased to 12.7%.</p> <p>The overall attendance for the PP PA group to moved to 38%. This data increased and will be the focus group for the EWO and FLO next year.</p>
<p>To ensure parental engagement for PP group is improved through close monitoring of attendance for events and engagement with 1:1 PP conferencing.</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>Parent workshops recorded and sent to all PP parents who are unable to attend – % attendance recorded and tracked</p>	<p>Consultation attendance data – all staff called parents who did not attend to ensure updates were offered.</p> <p>Parent workshop data – workshops were recorded and uploaded so that parents could access if they could not attend.</p> <p>Pupil Premium conferencing – moved to a targeted Precision approach for all PP children. Staff were trained by VF. Impact was recorded and improved outcomes achieved for most children. Where low impact recorded, VF discussed with class teacher. In these cases, it was apparent that the sessions were not consistent and a more rigorous approach was</p>

	<p>Termly 1:1 Pupil Premium conferencing targets (precision teaching) shared with parents.</p>	<p>then delivered through more accurate timetabling.</p> <p>Colour tracking charts delivered to every teacher for attendance tracking – impact delivered through improved awareness and accountability for individual attendance for class teachers.</p> <p>Educational visits supported by parents/carers of GRT children, as this was proving to be a significant barrier to attendance – GRT parents able to attend trips to support anxiety. This has impacted improved attendance for the GRT/PP group.</p> <p>Breakfast club – PP families supported through funded places to support attendance - £4364</p> <p>Uniform – PP families supported with school uniform purchases - £500</p>
<p>To ensure early identification of Speech and Language concerns in Early Years</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>Impact through assessments, observations, training and modelling achieved through SaLT support:</p> <p>Some external salt advice delivered to school and then clarified by our SaLT with teaching staff.</p> <p>Observations in class by Salt impacted delivery of visual communication strategies, improving outcomes for children and training for staff.</p> <p>TAs and CTs have upskilled their SaLT knowledge leading to improved provision for specific children.</p>

		Assessments completed for individual children and strategies put in place to improve skills.
To ensure participation in enrichment activities for PP group	<p>School club places offered to PP children first and attendance recorded and monitored by PE Lead to secure improved % attendance</p> <p>Music lesson costs supported by PP funding to enable access for children.</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>School club data 40/77 PP children attended PE clubs this year. This is an increase from 27 children last year.</p> <p>Educational visits data: PP Funded trips supporting attendance across the school: EY - £256 Year 1 - £95 Year 2 - £143 Year 3 - £180 Year 4 - £270 Year 5 - £144 Year 6 - £363 Educational visits supported by parents/carers of GRT children, as this was proving to be a significant barrier to attendance – GRT parents able to attend trips to support anxiety. This has impacted improved attendance for the GRT/PP group.</p>

<p>To ensure social and emotional wellbeing is supported for our PP pupils and their families.</p>	<p>Fegans Counsellor – impact data Fegans ‘Parents Supporting Parents’ – impact data Emotional Wellbeing Practitioner – impact data Wellbeing targets incorporated into 1:1 PP conferencing provision maps and impact recorded. Boxall profile used to measure progress.</p>	<p>Fegans data – Fegans report impact (measured with SDQ) for children attending, some of which have closed as support no longer required. New model for next year is to be more robust about 12 week support, as some children have been visiting for extended periods and Counsellor feels that this should be reserved for most complex needs. Other children should be able to complete 12 weeks and then move on to process what they have discussed and learned.</p> <p>EWP data – both parents and staff have been successfully supported by the EWP this year – the EWP has also supported successful signposting on to further services. She has completed some successful support for specific year groups (eg transition workshop for Year 6) and a parent workshop during Wellbeing week. Feedback from parents was positive.</p> <p>‘Parents supporting parents’ was not a service that was engaged however, we have signposted one family.</p> <p>Boxall Profile – all staff now trained to complete a Boxall Profile for children. Nurture focus children identified (one per class) and impact recorded on Whole School Nurture provision map, measured with entry and exit data from Boxall profiles.</p>
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