

Pupil premium strategy statement – Stanhope Primary and Nursery School, Nottingham

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	292 (inc. 21 nursery)
Proportion (%) of pupil premium eligible pupils	25% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	
Pupil premium lead	N Wright
Governor / Trustee lead	M Westwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,080
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>	£105,080

Part A: Pupil premium strategy plan

Statement of intent

At Stanhope Primary and Nursery School, we are committed to ensuring that every pupil thrives academically, socially and emotionally. We recognise the potential in every child and through the effective use of Pupil premium, we aim to break down barriers to learning and empower our pupils to achieve their fullest potential.

Our ethos, Love of learning for LIFE underpins everything that we do. We strive to instil a passion for learning, foster resilience and provide opportunities that prepare pupils for a successful future. LIFE stands for:

Language: Cultivating curiosity and passion for developing new vocabulary equipping the pupils with language that they can use beyond the classroom.

Independence: Promoting independence in both in learning and beyond the classroom.

Fairness: Closing attainment gaps by addressing inequalities and promoting equity in access to resources and opportunities.

Experience: Provide opportunities to enable all children to have the same experiences.

We aim to ensure that every pupil, regardless of their starting point, experiences a love of learning and is equipped with the tools to succeed in life.

Our curriculum is rich and well balanced in order to provide children with the knowledge. Skills and confidence that they need to be able to be successful both academically and within the world. We want children to develop their confidence in learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

We recognise that our children that are eligible for Pupil Premium may face additional challenges. All members of staff alongside the governing body work together to ensure that all children in the school progress and strive to reach their fullest potential. Everyone in school works together to ensure that the pastoral, social and academic needs of every child are met within a nurturing and caring environment.

We are determined to ensure that each child is given the opportunity to reach their full potential. As a school, we also strive to support and work with our families to increase engagement so that we can champion our pupils eligible for Pupil Premium and their families.

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 pupils have not had access to life experiences and lack the background knowledge which benefits their peers to access learning, eg. an understanding of the world around them.
2	Attendance for children eligible for Pupil Premium is lower than target across school. Children missing sessions regularly puts them at a disadvantage in their learning.
3	Low levels of oracy on entry into school. As a general trend, levels of oracy on entry into school are low and vocabulary is limited. An increasing number of our children speak English as an additional language, which can make vocabulary a barrier particularly if children are eligible for pupil premium.
4	Attainment and progress in writing. Some pupils lack the life experience and background knowledge to write imaginatively or with purpose and vocabulary is often limited and unadventurous.
5	Attainment and progress in reading. Some pupils do not read regularly outside of school, and therefore time in school (particularly in KS2) is spent developing reading fluency rather than working on reading skills. This is the second full year since implementing Little Wandle phonics scheme and intervention is far more rigorous and targeted but, as there remains gaps in phonics acquisition in lower KS2 and some pupils in KS1, this remains a target to be fully developed and embedded in school practice.

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>To reduce the inequality in life experience/background knowledge of all children including those eligible for Pupil Premium.</p> <p>To improve children's oracy and vocabularies.</p>	<ul style="list-style-type: none"> Classrooms will be language-rich environments, where all children are given the same foundation of vocabulary for each concept/topic and taught its meaning explicitly. Pupils eligible for Pupil Premium will be supported to access all opportunities. Children's learning will be structured into purposeful enquiries, equipping them with the language, experiences and knowledge required to have confidence in their responses to key questions.
To improve attendance of pupils eligible for Pupil Premium to ensure that it is in line with pupils not eligible	<ul style="list-style-type: none"> Attendance among those eligible for Pupil Premium will be in line with pupils not eligible, and in line with national target – currently 96%.

<p>for Pupil Premium and national attendance expectations.</p>	<ul style="list-style-type: none"> • Children will arrive punctually and be ready to start the day. • Attendance will be monitored closely by our attendance officer and followed up by calls, letters and, if necessary, an action plan leading to improved attendance. • Attendance of all pupils is celebrated weekly in Stanhope Stars and annually in end of year events.
<p>To improve attainment and progress in writing to ensure that it is in line with national standards.</p>	<ul style="list-style-type: none"> • Shared approach to teaching writing will be used across school to ensure consistency of approach and high standards of teaching and language. • Classrooms will be language-rich environments, where all children are given the same foundation of vocabulary for each concept/topic and encouraged to use quality vocabulary in their own writing. • Children are offered opportunities to broaden their experiences with literature and the writing process, e.g. virtual author visits. • Robust spelling scheme is used consistently across KS2 to improve standards in spelling.
<p>To improve attainment and progress in reading to ensure that it is in line with national standards.</p>	<ul style="list-style-type: none"> • Teaching staff are trained (and updated) on the Little Wandle scheme, and implement it consistently in a whole class context in EYFS & KS1, or as intervention in KS2. • Early readers (those from any year group still working on phonics) access timely and rigorous intervention. • Children eligible for PP acquire phonics in line with those who are not eligible. • Reading attainment of those eligible for PP is in line with that of those not eligible. • Reading attainment as a whole is in line with national standards. • Those children working below their age-related expectation are identified by reading subject leader and share a text with an adult in school a minimum of 3 x per week. • Daily orbital reading lessons support children to develop their confidence and fluency in reading and their knowledge of reading strategies to assist their comprehension skills. • Children to access quality reading materials to develop their own reading for pleasure.

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: £52,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Phonics program.</p> <p>Continuation of Little Wandle Keep Up and Catch Up programmes to support lowest 20% of pupils in years 2, 3, 4 and 5.</p>	<p>In June 2021, "Little Wandle" became validated by the DFE as a recognised full SSP programme.</p> <p>Research by the Education Endowment Foundation (EEF) suggests implementing phonics has an average impact of five months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4,5
<p>Developing and refining our new curriculum (FHP) to enable children to know more and remember more, as well as engaging more with their learning.</p>	<p>Research shows that breaking subject matter down into blocks or units with pre-determined objectives and outcomes can improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2, 3, 4
<p>Additional capacity from Lead Practitioners (FHP) to support with teaching and learning for staff.</p>	<p>Research shows that effective and ongoing professional development for teaching staff 'plays a crucial role in improving classroom practice and pupil outcomes.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,3,4,5
<p>Refining our use of lesson design and structure for quality first teaching.</p>	<p>Rosenshine's principles</p> <p>https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InstructionRosenshine.pdf</p> <p>Research by the Education Endowment Foundation (EEF) suggests metacognition and self-regulation has</p>	3,4,5

	<p>an average impact of seven months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Ensuring consistency of our marking and feedback to 'mark in the moment', personalising responses and more effectively challenging pupil understanding/misconceptions and moving learning forward.</p>	<p>In the moment marking ensures that misconceptions are addressed quickly and pupils' learning can be challenged.</p> <p>Research by the Education Endowment Foundation (EEF) suggests targeted feedback has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p>	3,4,5
<p>CPD to develop staff skills and understanding in:</p> <ul style="list-style-type: none"> • Reading • Oracy • Emotional literacy <p>National College school membership.</p>	<p>Reading</p> <p>Research by the Education Endowment Foundation (EEF) suggests developing reading comprehension strategies has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>Research by the Education Endowment Foundation (EEF) suggests smaller working groups has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oracy:</p> <p>Research by the Education Endowment Foundation (EEF) suggests oral language interventions has an average impact of six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>Wellbeing</p> <p>Research by the Education Endowment Foundation (EEF) suggests metacognition and self-regulation has an average impact of seven months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 daily reading for targeted pupils to develop fluency in reading</p> <p>3X per week reading for spotlight children to ensure that they can reach their expectation</p>	<p>For some of our pupils, reading in school is their only opportunity to access high quality reading material and to apply the skills they have learned in class. Additional reading opportunities will support these pupils in developing their reading fluency.</p> <p>Research by the Education Endowment Foundation (EEF) suggests that one to one tuition is very effective in improving pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3,5
<p>Small group phonics interventions – to close the gaps on missed learning and to allow further opportunities to apply phonic knowledge. This will be carried out using Little Wandle’s Keep up and Catch up programs.</p>	<p>For a number of our pupils, accessing phonics learning may be more challenging in a whole class context.</p> <p>Research by the Education Endowment Foundation suggests that implementing phonics has an average impact of five months’ additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research also shows that small group tuition is an effective intervention and can be used to target children more closely.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4,5
<p>Little Wandle Nursery strand</p>	<p>See above</p>	3,4,5
<p>Pre and post teaching of core learning delivered by TAs to support</p>	<p>TAs support and enable pupils to access core lessons more easily by either pre-teaching content or giving further support or challenge after the lesson.</p>	3,4,5

pupils in acquisition and retention of new learning, as well as reactivating prior learning.	<p>Research by the Education Endowment Foundation suggests smaller working groups has an average impact of four months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to be managed and action plan implemented with a focus on reducing persistent absenteeism.	<p>Research consistently shows that ‘attainment declines as absence increases</p> <p>https://fteducationdatalab.org.uk/2023/09/absence-and-attainment-in-primary-schools-in-2023/#:~:text=Attainment%20declines%20as%20absence%20increases,not%20too%20dissimilar%20to%202019.</p>	2
<p>CASY Counselling to be offered to support pupils with their emotional and mental health needs.</p> <p>ELSA (Emotional Language Support Assistant) fully trained and released to support targeted children.</p>	<p>Social and emotion learning can improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
School-subsidised trips and residential visits for children eligible for Pupil Premium where	<p>Physical activity, outdoor adventure learning and arts participation are all proven to have a positive impact on pupils’ progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2

necessary/possible. Access to after school clubs prioritised and funded for those eligible for Pupil Premium.		
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Total budgeted cost: £ 105,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
To reduce the inequality in life experience/background knowledge of all children including those eligible for Pupil Premium.	<ul style="list-style-type: none"> • Residential trips enabled children in upper KS2 to access activities and experiences that they may not have previously encountered • Trips to enhance the curriculum delivery linked to learning journey • After school clubs are free to all children eligible for Pupil Premium
To improve children's oracy and vocabularies	<ul style="list-style-type: none"> • All classroom environments now show rich and ambitious dual coded vocabulary in Writing, Learning Journey, Maths and Science • All children encouraged to use ambitious vocabulary within writing sequences and in future pieces of writing
To improve attendance of pupils eligible for Pupil Premium to ensure that it is in line with pupils not eligible for Pupil Premium and national attendance expectations.	<ul style="list-style-type: none"> • Attendance of children in receipt of Pupil Premium is still below national expectations although it has improved.
To improve attainment and progress in writing to ensure that it is in line with national standards.	<ul style="list-style-type: none"> • Last academic year 46% of children eligible for Pupil Premium achieved the expected standard in Writing compared with 73% who were not eligible for Pupil Premium in KS2 • Last academic year 0% of children eligible for Pupil Premium achieved the expected standard in Writing compared with 56% who were not eligible for Pupil Premium in KS1 (20% of children eligible for Pupil Premium achieved GD)
To improve attainment and progress in reading to ensure that it is in line with national standards.	<ul style="list-style-type: none"> • Last academic year 54% of children eligible for Pupil Premium achieved the expected standard in Reading compared with 71% who were not eligible for Pupil Premium in KS2 • Last academic year 20% of children eligible for Pupil Premium achieved the expected standard in Writing compared with 51% who were not eligible for Pupil Premium in KS1

Externally provided programmes

Programme	Provider
1:1 Counselling / small group nurture activities	CASYS Counselling

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.