

# Pupil premium strategy statement - Stretton CE Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	210
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Roberta Mainwaring
Pupil premium lead	Roberta Mainwaring
Governor / Trustee lead	Kim Docking

## Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£103,305

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

At Stretton C of E Academy, we recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children. We have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children.

In order for our children to achieve their full potential there needs to be a focus on ensuring their social, emotional development is a focus and foundation to them achieving good academic progress. We believe every child is entitled to an ambitious curriculum, that builds a broad and rich body of knowledge. We strive to enrich this through additional experiences that give them a thirst for more and an understanding of the value of their own education. We will use Pupil Premium funding to support our Christian vision. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the Non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> - Attendance and punctuality impacts on pupil's access to teaching and learning on a daily basis. It also impacts on the social

	relationships with their peers and adults, confidence and gaps in learning, pupil's fall behind their peers and a lack of aspirations and hope for their future.
2	<b>SEMH</b> - Significant proportion of pupils have complex Social, Emotional and Behavioural needs. They do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, resilience to demands, low self-esteem and often an inability to self-regulate their emotions and learning.
3	<b>Phonics &amp; Reading</b> - Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital.
4	<b>Enrichment</b> - Limited access to wider enrichment activities, learning lifelong skills - reducing pupils' cultural capital
5	<b>Speech &amp; Language</b> - Low levels of speech and language on entry to school. <i>or delete rows as needed</i>

## 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>Attendance</b></p> <p>To improve the attendance of pupil premium pupils and reduce the number of pupils that are persistently absent.</p>	<ul style="list-style-type: none"> <li>-Increase in the attendance of pupil premium children as a group.</li> <li>-Target intervention more closely on identified children and families to maximise impact.</li> <li>-The number of pupils that are PP and are persistently absent will reduce.</li> <li>-There is a new attendance policy in place and this has been implemented rigorously which in turn has reduced the number of PP pupils absence from school and lateness.</li> </ul>
<p><b>SEMH</b></p> <p>To improve those pupils with SEMH needs ability to regulate.</p> <p>To improve staff's ability to support pupils with SEMH needs.</p>	<ul style="list-style-type: none"> <li>-Pupils with SEMH are able to access learning alongside their peers.</li> <li>-Learning walks demonstrate good behaviour for learning across the school.</li> <li>-There is an increase in targeted pupils Boxhill scores.</li> <li>-There is a reduction in behaviour incidents.</li> <li>-There is a reduction in suspensions.</li> <li>-The school offers a range of provisions for pupils to enhance their education.</li> </ul>

<p><b>Phonics and Reading</b></p> <p>To improve the number of PP pupils achieving the phonics screening check in Year 1. To improve the % of pupils leaving Reception at the expected phonic level. To improve the fluency with which pupils across the school read to support comprehension.</p>	<p>Increase in the % of pupils working at age related expectations in Reception and Key stage 1.</p> <ul style="list-style-type: none"> <li>-Increase the % of PP pupils, in Key stage 2 read fluently and share a love of reading. This is reflected in the accelerated reader measures.</li> <li>-Increase the % of PP pupils that achieve the expected standard for KS2 reading.</li> <li>-Develop the use of the one-to-one tutoring to improve the number of PP pupils passing the phonics screening check.</li> </ul>
<p><b>Enrichment</b></p> <p>To improve the experiences children, encounter through a broad curriculum offer beyond the classroom.</p>	<ul style="list-style-type: none"> <li>-Increase in the % of pupils enjoying trips and visits that enhance the curriculum offer.</li> <li>-Increase the % of PP pupils that attend extra-curricular clubs.</li> <li>-Increase the curriculum offer in school through experiences such as forest school.</li> </ul>
<p><b>Speech and Language</b></p> <p>To improve children’s language, communication, and interaction development.</p>	<ul style="list-style-type: none"> <li>-Progress in Wellcomm assessment from baseline.</li> <li>-Increase in the % of pupils working at age related expectation in Reception Communication and Language strand.</li> <li>-The vast majority of pupil receiving pepper therapy will meet their targets.</li> <li>-Improve the spoken language levels in KS1 through the Talk Boost program.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Implement the use of Boxall (assessment tool) for pupils with SEMH difficulties to measure progress and ensure the right areas are targeted in provision.</p> <p>Train staff in how to carry out assessment and how to use information it provides.</p> <p>Provide pupils in the nest with a high staff pupil ratio.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	2
<p>SEMH and behaviour approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Nurture provision will support the needs of children.</p> <p>Train a forest school teacher to broaden out offer to children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Training costs £1500 Forest school set up £1500</p>	2
<p>Training of a Thrive practitioner to deliver regular interventions to support children's emotional development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>£1500 training/licence fee Weekly afternoon session £65 x 39 = £2535</p>	2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A targeted approach to speech and language delivered by a Speech and Language Therapist.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions -EEF (educationendowmentfoundation.org.uk)</p> <p>Pepper Therapy £50 p/h (2.5) x 38 =£4750</p>	5
<p>All pupils in Reception to be baselined using</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	5

the Wellcomm assessment.	Oral language interventions can have a positive impact on pupils language skills.	
Implement Wellcomm interventions	Pepper therapy 1:1 speech and language therapy TA- Interventions	
Deliver targeted interventions for those pupils at risk of falling behind in phonics.	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a> Acting 'swiftly' to enable those pupils to catch up quickly. SENCo to deliver evidence informed interventions to fill identified gaps in learning and knowledge.	3
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a> Acting 'swiftly' to enable those children to catch up quickly.	3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted approach to 1:1 Therapy delivered by a qualified Counsellor to support to the mental health and wellbeing	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">Education Endowment Foundation   EEF</a> The intensity of intervention (from universal to targeted to specialist) should increase with the level of need.	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Training and release time for attendance lead to implement new attendance policy. Training and release for the attendance lead to analyse attendance data and implement actions as a result of what the data is telling us.  Attendance and inclusion support through Local Authority Attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>  Attendance awards: £700  Attendance lead – 20 hours per week	1

<p>Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>4</p>
--	--	----------

**Total budgeted cost: £103,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*To be reviewed Autumn Term 2025*

### Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
School Counselling Service	Helen Rowlatt