



Staplehurst School

Pupil Premium Strategy Statement 2023 2024

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, times table check and by the end of KS2 in reading, writing, mathematics and GSP.</p> <p>To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<p>Improved achievement of disadvantaged pupils across school in comparison to all pupils nationally.</p> <p>PP vs Non PP Reading outcomes 2022 2023</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">PP</td> <td>40% EXP+</td> </tr> <tr> <td>Non PP</td> <td>71% EXP+</td> </tr> <tr> <td>Gap</td> <td>-31%</td> </tr> </table> <p>PP vs Non PP Writing outcomes 2022 2023</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">PP</td> <td>45% EXP+</td> </tr> <tr> <td>Non PP</td> <td>73% EXP+</td> </tr> <tr> <td>Gap</td> <td>-28%</td> </tr> </table> <p>PP vs Non PP Maths outcomes 2022 2023</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">PP</td> <td>45% EXP+</td> </tr> <tr> <td>Non PP</td> <td>69% EXP+</td> </tr> <tr> <td>Gap</td> <td>-24%</td> </tr> </table>	PP	40% EXP+	Non PP	71% EXP+	Gap	-31%	PP	45% EXP+	Non PP	73% EXP+	Gap	-28%	PP	45% EXP+	Non PP	69% EXP+	Gap	-24%	<div style="margin-bottom: 10px;"> </div> <p>PP vs Non PP Reading outcomes 2023 2024</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">PP</td> <td>41%</td> </tr> <tr> <td>Non PP</td> <td>62%</td> </tr> <tr> <td>Gap</td> <td>20%</td> </tr> <tr> <td>National</td> <td>74%</td> </tr> </table> <p>PP vs Non PP Writing outcomes 2023 2024</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">PP</td> <td>33%</td> </tr> <tr> <td>Non PP</td> <td>75%</td> </tr> <tr> <td>Gap</td> <td>42%</td> </tr> <tr> <td>National</td> <td>72%</td> </tr> </table>	PP	41%	Non PP	62%	Gap	20%	National	74%	PP	33%	Non PP	75%	Gap	42%	National	72%
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Progress of identified disadvantaged pupils reaching the higher standard because of intervention.

Phonics check data for disadvantaged pupils is in line with that of all pupils nationally.

Times Table check data for disadvantaged pupils is in line with that of all pupils nationally.

PP vs Non PP Maths outcomes 2023 2024

PP	25%
Non PP	70%
Gap	45%
National	73%

Combined PP vs Non PP Outcomes (R/W/M) 2023 2024

PP	17%
Non PP	53%
Gap	36%
National	61%

PP vs Non PP Phonics Check Outcomes 2023 2024

PP	57%
Non PP	84%
Gap	27%
National	71.4%

**PP vs Non PP Multiplation Check Outcomes
2023 2024**

PP	0%
Non PP	30%
Gap	30%
National	34%

Reading was area of most strength for Pupil Premium children, demonstrating the impact of additional catch-up support for disadvantaged groups, there is however still continued work to do to reduce the gap between disadvantaged and non-disadvantaged groups.

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

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

PP vs Non PP Reading outcomes 2023 2024

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

PP vs Non PP Reading outcomes 2022 2023

PP	15% GD
Non PP	42% GD
Gap	-27%

PP vs Non PP Writing outcomes 2023 2024

PP	8% GD
Non PP	9% GD
Gap	1%
National	

PP vs Non PP Writing outcomes 2022 2023

PP	5% GD
Non PP	22% GD
Gap	-17%

PP vs Non PP Maths outcomes 2023 2024

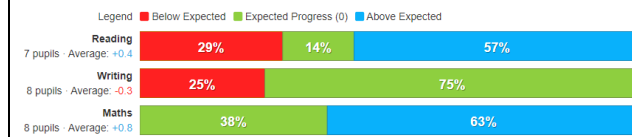
PP	8% GD
Non PP	17% EXP+
Gap	9%
National	

PP vs Non PP Maths outcomes 2022 2023

PP	15% GD
Non PP	22% EXP+
Gap	-7%

To accelerate progress for PP pupils in Years 5 and 6 in Reading, Writing and Maths.

At least expected level of progress in Reading, Writing and Maths for PP pupils over Years 5 and 6.



PP vs Non PP progress measures 2021-2023
(over years 5 and 6)

-0.2 Reading PP
+0.2 Writing PP
-0.2 Maths PP

+0.1 Reading NON PP
-0.1 Writing NON PP
+0.1 Maths NON PP

Reading – 71% of children made expected or better progress between KS1 and KS2

Writing - 75% children made expected progress between KS1 and KS2

Maths – 100% of children made expected or better progress between KS1 and KS2.

PP vs Non PP progress measures 2023-2024

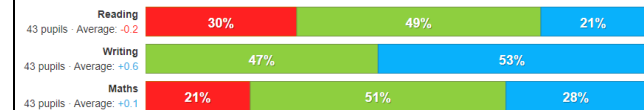
Expected or better progress



	Reading	Writing	Maths
PP	43%	100%	38%
Non PP	70%	100%	79%
Gap	27%	0%	41%

Better than expected progress

	Reading	Writing	Maths
PP	29%	25%	0%
Non PP	21%	53%	28%
Gap	-8%	28%	28%

Non-disadvantaged:



		<p>Progress was stronger for disadvantaged groups in Reading and Maths, with more children making expected and better than expected levels of progress over KS2.</p> <p>Progress in writing was stronger for non-disadvantaged groups: writing is a focus area for the school next year.</p>														
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 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 85.7% to 93%, reducing the gap to 4% between PP and Non PP (Current gap is 8%)</p> <p>The overall attendance for PA for whole school to move from 17% to 13%.</p> <p>The overall attendance for the PP PA group to move from 36% to 18%, reducing the gap to 6% between the PP and Non PP (Current gap is 24%)</p>	<p>PP vs Non PP Attendance 2023/24</p> <table border="1" data-bbox="1426 635 1816 842"> <tr> <td></td> <td>2023/24</td> </tr> <tr> <td>PP</td> <td>87.5%</td> </tr> <tr> <td>Non PP</td> <td>94.7%</td> </tr> <tr> <td>Gap</td> <td>7.2%</td> </tr> </table>  <p>Whole school:</p> <table data-bbox="1426 1106 1928 1286"> <tr> <td>School</td> <td>93.2%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>94.1%</td> </tr> </table> 		2023/24	PP	87.5%	Non PP	94.7%	Gap	7.2%	School	93.2%	National	94.5%	Local Authority	94.1%
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<p>To ensure parental engagement for PP group is improved through close monitoring of attendance for events and engagement with parent consultations.</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 (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>Termly 1:1 Pupil Premium conferencing targets (precision teaching) co-created with children and shared with parents.</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>Colour tracking charts shared with all teachers to support 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</p> <p>Uniform – PP families supported with school uniform purchases £438.50</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>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>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>Observations in class by Salt impacted delivery of visual communication strategies, improving outcomes for children and training for staff. TAs and CTs have upskilled their SaLT knowledge leading to improved provision for specific children. Assessments completed for individual children and strategies put in place to improve skills.</p>
<p>To ensure participation in enrichment activities for PP group</p>	<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 58% (45/77) PP children attended PE clubs this year. This is an increase of 6% from last year</p> <p>Educational visits data: PP Funded trips supporting attendance across the school: £1100</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>

To ensure social and emotional wellbeing is supported for our PP pupils and their families.

Fegans Counsellor – impact data

Emotional Wellbeing Counsellor – impact data

Fegans data – Fegans report impact (measured with SDQ) for children attending, some of which have closed as support no longer required. .

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 termly parent workshop.