



Nurture and grow together through compassion, kindness and integrity

‘But as for what was sown on good soil, this is the one who hears the word and understands it, who indeed bears fruit and yields’

Parable of the Sower: Matthew (13:23)

Pupil premium strategy statement 24 to 27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stoke Canon C of E Primary School
Number of pupils in school	76 (5 to 11)
Proportion (%) of pupil premium eligible pupils	18.4% (Dec 24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 24 to Sept 27
Date this statement was published	Dec 24
Date on which it will be reviewed	July 25
Statement authorised by	Louise Herbert
Pupil premium lead	Louise Herbert
Governor lead	Lucy Topliss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,190

Recovery premium funding allocation this academic year(Covid)	£500
SLTP Funding (Tutoring)	£ 281.25
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19.971.25

Part A: Pupil premium strategy plan

Statement of intent

Our aim in our pupil premium strategy is to embed our core vision of 'Nurture and Grow Together' through Kindness, Compassion and Integrity so that we enable all pupils to make good progress and achieve high attainment across all subject areas. We want our pupils to be aspirational, to believe in themselves and to experience success in our school community and beyond. The focus of our pupil premium strategy is not just about providing support for our pupils but to enable families to access the support they need to support their children. We know that working together is vital to improve outcomes for all our pupils and we include provision for all our vulnerable pupils including those who are young carers or who are supported by social care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is key to our pupil premium strategy plan and Devon is rolling out OAIP which is Ordinarily Available Inclusive Provision which builds upon the work we have already done in Quality First teaching. We believe that this has the greatest impact on learners. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In line with the best practice guidance from the EFF (Education Endowment Foundation) then we are accessing targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We have identified Maths and Reading as key priority areas for this work. When the funding stopped we have continued to fund some Maths tuition and to provide a Maths Club after school run by our Maths Lead.

Our approach will respond to the challenges arising from the pandemic and the individual needs of the children, based on assessment. The approaches we have decided to follow will help pupils thrive emotionally and help them reach their full potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing 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. We continue to have gaps in learning as a result of Covid leading to pupils being behind age-related expectations, especially in Maths, so we have targeted our main support around Maths and Reading. Standards in writing at Key stage 2 were above National in 2024
2	Internal and external assessments indicate that Maths and Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Upper Key Stage 2
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which we have seen an increase in during recent years. We have increased enrichment activities for all pupils but target disadvantaged pupils who need additional support.
4	During the last year we have continued to provide 1 to 1 or small group support in RWI to narrow the gap between disadvantaged and non-disadvantaged as this negatively impacts their development as readers, and this is a key skill to access other subjects.
5	Access to appropriate technology to support learning in school and to access learning remotely.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
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Improved reading and maths attainment among disadvantaged pupils in Key Stage 2	Improved individual value added for disadvantaged pupils in Key Stage 2
Continue to Improve Phonics data for all pupils including disadvantaged	Phonics data to be in line with National
Continue to improve Key Stage 1 data in Writing	Writing data to be in line with National data

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Training from HFL Use of YARC testing	This programme has been adopted by the LA who have led training for two members of staff. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2 and 6
<i>Ongoing training for RWI (targeted DfE approved phonics programme)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	2 and 4
<i>Ongoing support from the English Hub for targeted phonics support</i>	Support from English Hub for DfE approved programme	2 and 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Use of White Rose Maths (DfE approved scheme) We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Stoke Canon is now on the Extending Mastery Programme.	1 and 2

	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	2 and 6
<i>Mental Health training for all Federation staff</i> <i>Release time for Mental Health Lead and overtime for support staff</i>	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).	3
<i>Targeted staff Meetings and training on OAIP</i>	Staff meetings in all subjects focussing on OAIP and provision in all subjects	1,2,4,5 and 6.
<i>Training in 'Can I go and play now?'</i>	Play based scheme that encourages language and vocabulary development in the EYFS	2 and 6

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Support on 1 to 1 and Group basis	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 and 2
1 to 1 Support and group intervention in Phonics	Targeted support continuing for specified pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more	1,2 and 4

	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Fluency Reading Programme for Key Stage 2 HFL	This training and approach to reading fluency has been bought in by Devon LA after extensive studies have shown the success	1 and 2
Resources to support intervention programmes – Phonics and reading	See above for phonics support evidence.	1, 2, 3, 4, 5 and 6
Art therapy and SEMH support	Weekly art therapy sessions to support SEMH needs. 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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3
Additional software to support learning	Additional software to support phonics, reading and writing in class See above for phonics support evidence.	2 and 4
Maths Course for Support Staff called 'Spot the number'	Training for an intervention programme to support learners who are struggling with number. 4 days training	

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

Budgeted cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families to access residentials, trips and after school clubs	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.' https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	3
Additional Technology –	Evidence of the educational divide for disadvantaged children which widens in a remote learning environment	1,2,3 and 6

Chromebooks and tablets	https://bit.ly/32IOW4D	
<i>Signpost to HAF holiday programmes onsite for pupils (central funding, not through main school budget)</i>	In partnership with PE provider then HAF programmes have been running at local schools and we signpost. DfE report on holiday learning loss and food hunger https://bit.ly/3JzzGaS	3
<i>SCARF Health and Wellbeing Workshops-Spring Term</i> <i>Forest School provision to support mental health and wellbeing</i>	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): https://bit.ly/3pJ0C06 Funded from the Sports Budget under Health and Wellbeing	3
<i>Course on for Supporting attendance for pupils with emotional difficulties</i>	SLT to attend course	3
<i>Support for Music Tuition</i>	Subsidised support for PP pupils individual lessons in school	1,2

Total budgeted cost: £ 21,700

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 2023 to 2024 academic year.

Our 1-2-1 tuition in maths, reading and writing were successful for Year 5/ 6 from their starting points although no pupils were listed at PP in the year 6 cohort.

We continued to embed our RWI phonics programme across Reception to Year 4. This year we are starting to see the impact in our phonics results. Our results were above Devon and National.

Phonics results

Phonics year 1 screening check

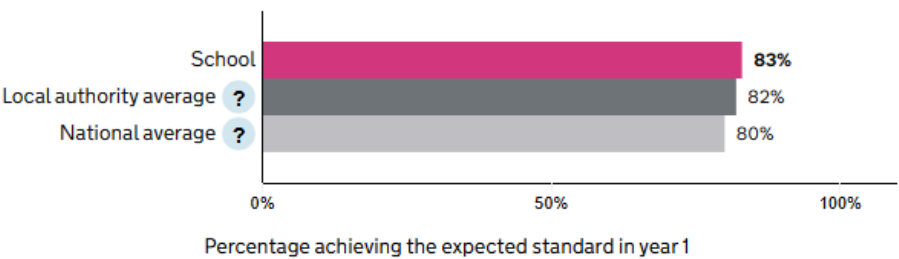
This is provisional data for 2023/24.

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Percentage achieving the expected standard in phonics

Number of pupils = 6

[View as table](#)



Children benefited from smaller class sizes, group tuition for RWI and one to one support for catch up. 100% of disadvantaged pupils passed the year 1 test and 100% of disadvantaged pupils passed the Year 2 retake.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have improved because of the intervention we have put in place and support for individuals. We used pupil premium funding to provide wellbeing support such as art therapy and wellbeing through sport for many disadvantaged and vulnerable pupils. We are building on that approach with the activities detailed in this plan.

Outcomes in National Results at Key Stage 2

In Key Stage 2 100% of pupils met the required standards in Reading, Writing and Maths in the Key stage 2 Tests 24

Outcomes in National Results at Key Stage 1

Results were above for Reading and Maths for disadvantaged but below in writing. Small cohort below 10.

Further information (optional)