



The Stonebridge School

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school

School overview

| Detail | Data |
|---|------------------------|
| School name | The Stonebridge School |
| Number of pupils in school | 283 |
| Proportion (%) of pupil premium eligible pupils | 39% (109) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 -2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | The Governing Board on |
| Pupil premium lead | Mrs Leena Pacquette |
| Governor / Trustee lead | Ms Gabriella Ramos |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £168,720 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £168,720 |

Part A: Pupil premium strategy plan

Statement of intent

At The Stonebridge School, we are ambitious and have high aspirations and for our children; we believe that all children should be able to reach their full potential and that reaching your potential is not about your social class, rather it is about acquiring the necessary knowledge, developing the necessary skills and values required to succeed at every stage of life. We strive to reduce the impact of social disadvantage by providing a high quality education and pastoral care for all of our pupils. We are determined to provide the support and guidance that our pupils who are in receipt of the Pupil Premium Funding need to overcome specific barriers to reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We invest in teacher development to deliver an ambitious and engaging curriculum. High-quality teaching is our highest priority, with a focus on areas in which disadvantaged pupils require the most support such as reading and language comprehension and mathematical fluency. We invest in human resources to enable instructional coaching of all teachers as 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 sustained and improved alongside progress for their disadvantaged peers. Alongside the academic rigor, we also strive to provide all of our pupils with experiences, such as drama and social literacy (many of which they will have missed out on as a result of the pandemic).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum to open up the world to them and improve their life chances. The approaches we have adopted complement each other to help pupils excel. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. ensure disadvantaged pupils are challenged in the learning 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 | <p>Attainment:</p> <p>Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Pupils also have limited language skills to articulate ideas and explain their understanding.</p> |
| 2 | <p>Communication and Language:</p> <p>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.</p> |
| 3 | <p>Mathematics:</p> <p>Assessments indicate that attainment in mathematics among disadvantaged pupils is significantly below that of non-disadvantaged pupils and attainment overall at KS1 is below national average. The effect of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> |
| 4 | <p>Attendance and Parental Engagement:</p> <p>Low attendance, poor punctuality, and persistent absence. Lower than expected parental engagement with pupils' learning and varied capacity to support learning.</p> |
| 5 | <p>Enrichment:</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |

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 |
|---|---|
| <ul style="list-style-type: none"> Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by leaders. Have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. | <ul style="list-style-type: none"> End of summer 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer leading to pupils targeted to be at age related expectations or greater depth meeting those targets. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Pupils' language is developed and they are able to articulate ideas and have a wider vocabulary. |
| <ul style="list-style-type: none"> Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum with a clear strategy for enrichment activity and policy to ensure that pupils entitled to Pupil Premium Grant take up these opportunities. Opportunities planned will take into account what enthuses boys in learning and these will be implemented. | <ul style="list-style-type: none"> The Curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable and ensure that there is a focus on boys learning. At least 3 experiences per year, one a term. Each year group will spend allocated funding on providing enrichment days and events, which excite and enthuse children to learn across all subjects and make links in their learning. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. |

| | |
|--|---|
| | <ul style="list-style-type: none"> Pupils entitled to PP have access to technology to enrich learning. |
| <ul style="list-style-type: none"> Pupils and families with identified social, mental health, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | <ul style="list-style-type: none"> SLT and the SENCo to identify and support families, children, and work to alleviate barriers to learning. Additional support is utilised where needed to support additional needs especially where children cross group and are PP, SEND and sometimes EAL. Identified children are invited to Nurture, positive play and Lego Therapy sessions with support staff. Families are signposted to other agencies to support them including Early Help referrals and the uptake of this support is high. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. |
| <ul style="list-style-type: none"> All disadvantaged pupils will meet national expectations for attendance/persistent absence. | <ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by the Deputy Head teacher/Attendance Officer brings about and increase in PP pupils' attendance and a decrease in persistent absence. |

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: £84,360

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to deliver CPD for staff that equip them to deliver good teaching consistently across the subject areas. Training for staff to ensure standardised programs are | Education Endowment Foundation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term | 1 |

| | | |
|--|--|-------|
| used effectively to inform pupil progress. | | |
| To ensure that target children access support for language development and develop oracy across the curriculum with pupils by using a structured approach such as Wellcom and Neli | Education Endowment Foundation – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,2,3 |

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

Budgeted cost: included in the figure above.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|--------------------------------------|-------------------------------|
| Reading intervention | Education Endowment Foundation - | 1 and 2 |
| Writing intervention | Education Endowment Foundation | 1 |
| Speech and language intervention | Education Endowment Foundation | 1, 2 and 3 |
| Maths intervention | Education Endowment Foundation | 1 |

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

Budgeted cost: £39,932.28

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| To provide therapeutic support for pupils when it is needed. | Education Endowment Foundation | 3 |
| To run workshops to | Education Endowment Foundation | 3 and 4 |

| | | |
|--|---|-----|
| help parents/carers to gain better access to wider services. | Parental engagement EEF (educationendowmentfoundation.org.uk) | |
| To continue to work with the EWO to target low attendance and implement strategies to improve this. | Education Endowment Foundation | 4 |
| Purchase of programs providing standardised assessment. | Education Endowment Foundation https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term | 1 |
| To ensure that pupils have access to a range of clubs including music tuition and extra-curricular activities to further build on their cultural capital. To ensure West London Zone target children who are entitled to PPG. | Education Endowment Foundation (West London Zone) | 2,5 |

Total budgeted cost: £44,427.71

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 2022 to 2023 academic year.

Pupil Premium Report July 2023

| Detail | Data |
|---|---|
| School name | The Stonebridge School |
| Number of pupils on roll | 289(Autumn 2022) 293 (Spring 2 2023) 299 (Summer 2 2023) |
| Proportion (%) of pupil premium eligible pupils | 39.1% (118 - Autumn 2022) 45.2% (133 – Spring 2 2023) 43.1% (129 – Summer 2 2023) |

| Intended outcome | Evaluation |
|--|---|
| To improve progress in writing and maths at GDS to reduce progress gaps for FSM 6 pupils | See attainment data below. Additional capacity added in years 5 & 6. Years 5 & 6 children are in flexible grouping to reflect their attainment and progress. |
| To close the gap in reading attainment | Dynamic Reading groups with children being regularly assessed. Library club set up with targeted children. Additional reading interventions for targeted children. Online reading platform (Bug Club) monitored closely. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment |
| To close the gap through enrichment and character development and improve the wellbeing for all pupils, particularly disadvantaged pupils. | Increased uptake of enrichment offers. improved uptake of places on the Y6 residential. Increased confidence in learning and improved social interaction. |
| Improve parental engagement and to build strong links between home and school so that children are supported to be successful. | Termly Parent meetings led by KG to reinforce the home/school partnership. RSE information meetings Spring 2 Spring Term Virtual parents evening well attended (73%). Teachers are following up all parents that did attend. Current attendance (Spring 2 2022) PPG (N – Yr. 6) 89.6% (Yr. 1 – 6) 90.4% |

| Intended outcome | Evaluation |
|------------------|--|
| | <p>Not PPG (N – Yr. 6) 93.4% (Yr. 1 – 6) 94.7%</p> <p>Parents of children that are deemed to be Persistent Absentees (PA) are informed regularly and strategies put in place to support good attendance and punctuality.</p> |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils against our non-disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, Phonics Check Results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attendance among disadvantaged pupils was 90.45% compare to 93.59 for their peers in 2022/23. This represents a gap of 3.14%. Persistent absence was 5.34% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

| Attainment data of PPG Pupils and not PPG Pupils | | | | | | | | | | |
|--|---------|-------------------|----------------|------------------|-----|------------------|-----------------|-----|---------------|-----|
| Year 1 – 6 | | | | | | | | | | |
| | Groups | No of pupils * | % of cohort | Reading ARE + | | No of pupils* | Writing ARE+ | | Maths ARE+ | |
| Year 1 | All | 46 | 100% | 25 | 58% | 44 | 35 | 80% | 30 | 68% |
| | PPG | 15 | 33% | 7 | 50% | 15 | 11 | 73% | 9 | 60% |
| | Not PPG | 31 | 67% | 18 | 62% | 29 | 24 | 83% | 21 | 72% |
| ➤ Higher % of Not PPG children attaining ARE+ in all subjects. The largest gaps in Reading and Maths +12% ➤ Interventions for Reading – phonics | | | | | | | | | | |
| Year 2 | All | 34 | 100% | 13 | 38% | 34 | 8 | 24% | 15 | 44% |
| | PPG | 18 | 53% | 8 | 44% | 18 | 5 | 28% | 9 | 50% |
| | Not PPG | 16 | 47% | 5 | 31% | 16 | 3 | 19% | 8 | 38% |
| ➤ PPG children's attainment is stronger than their Not PPG counterparts in all areas | | | | | | | | | | |
| Year 3 | All | 38 | 100% | 7 | 18% | 38 | 12 | 32% | 18 | 47% |
| | PPG | 16 | 42% | 3 | 19% | 16 | 6 | 38% | 6 | 38% |
| | Not PPG | 22 | 58% | 4 | 18% | 22 | 6 | 27% | 12 | 55% |
| ➤ PPG and Not PPG attaining at the same rate for Reading but there is a disparity for Writing and Maths. ➤ PPG children stronger in writing (+11%) ➤ Non PPG children stronger in Maths (+17%) | | | | | | | | | | |
| Year 4 | All | 29 | 100% | 8 | 28% | 29 | 10 | 35% | 16 | 55% |
| | PPG | 13 | 45% | 3 | 23% | 13 | 5 | 39% | 7 | 54% |
| | Not PPG | 16 | 55% | 5 | 31% | 16 | 5 | 31% | 9 | 56% |
| ➤ ARE+ attainment in Year 4 is relatively in the Reading and Writing. Maths is the strongest subject of the 3. With a marginal difference between the 2 groups ➤ Not PPG children are stronger readers and PPG children are stronger writers. | | | | | | | | | | |
| Year 5 | All | 47 | 100% | 7 | 15% | 49 | 8 | 16% | 16 | 33% |
| | PPG | 26 | 55% | 4 | 15% | 29 | 4 | 14% | 4 | 14% |
| | Not PPG | 21 | 45% | 3 | 14% | 21 | 4 | 19% | 12 | 57% |
| ➤ The gap between the 2 groups is relatively small for reading (PPG +1%) and Writing (PPG -5%) | | | | | | | | | | |

| | | | | | | | | | | |
|--|---------|----|------|----|-----|----|----|-----|----|-----|
| ➤ The gap is largest for Maths with PPG pupils attaining significantly lower than their peers. | | | | | | | | | | |
| Year 6 | All | 58 | 100% | 34 | 59% | 59 | 12 | 20% | 20 | 34% |
| | PPG | 25 | 43% | 15 | 60% | 26 | 4 | 15% | 5 | 19% |
| | Not PPG | 33 | 57% | 19 | 58% | 33 | 8 | 24% | 15 | 46% |
| ➤ Reading is the strongest subject for all pupils. With very little differential between both groups ➤ Writing data is weak in Year 6, although a recent moderation exercise with Eleanor Martlew showed that TA was generally sound, sometimes on the harsh side | | | | | | | | | | |
| *Reading data updated Spring 1 Writing and Maths Data Autumn 2 This explains the 2 columns for pupil numbers | | | | | | | | | | |

| Breakdown of PPG pupils / Not PPG pupils and overlap of other potential barriers (years 1 – 6 / 252 pupils) | | | | |
|---|--------------|---------------|---------------|--------------------|
| 113 Pupils | PPG ONLY | PPG & EAL | PPG & SEN | PPG, EAL & SEN |
| | 23 /20% | 68 / 60% | 8 / 7% | 14 /12% |
| 139 Pupils | Not PPG ONLY | Not PPG & EAL | Not PPG & SEN | Not PPG, EAL & SEN |
| | 7 / 5% | 113 / 81% | 0 | 19 / 14% |
| ➤ Not PPG pupils most likely to have EAL (77% of all children in Years 1 – 6 have EAL) ➤ Although there are no children that are Not PPG & SEN, there is a higher % of Not PPG children that have EAL & SEN. | | | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.
This will help the Department for Education identify which ones are popular in England

Externally provided programmes

| Programme | Provider |
|-----------------------------|---------------------------|
| National Tutoring Programme | Protocol |
| Philosophy for Children | The Philosophy Foundation |

Service pupil premium funding- N/A (There are no service children at the school.)

For schools that receive this funding, you may wish to provide the following information:

Further information (optional)

The school has also procured a partnership with West London Zone which is commissioned to support children who have social, emotional and mental health difficulties, who struggle academically and difficult home circumstances. Families are supported under early intervention to try to avoid statutory intervention. Each child has an individualised plan to parents and families are encouraged to with a range of partners and activities after school to develop cultural capital and to access key services and be the point of contact so that pupil's circumstances are improved and thus improve attainment and progress as well as aspirations. 11 children are entitled to Pupil Premium Grant out of the 40 children. This strategy will run over 2 years.