

A SCHOOL WITHOUT WALLS OR CEILINGS 2021-22

Supporting all learners, especially disadvantaged learners, at Staverton

This document aims to set out the rationale behind the school development plan. Too often, schools make decisions about improvement poorly, without overall purpose or aim. Staverton's school improvement journey is one based on extensive research and a strong vision for its future.

This report should be read in conjunction with the school's vision, values and ethos document. This is where our journey for school improvement began in 2021. In summary, Staverton aspires to be a school without walls and ceilings. We want all pupils to not only know that they belong, but that also they can succeed, regardless of background or circumstance. This belief is at the core of all of our school development.

However, we recognise that our disadvantaged learners are those who need us the most. Therefore, a successful school will be one that has a robust strategy for these pupils. A school development plan that supports our most disadvantaged will be one where ALL pupils succeed.

Staverton's approach to supporting its most disadvantaged learners is based upon 7 core principles:

Core strategy (based on research from NFER)	Rationale
1. Whole school ethos or attainment for all	Successful schools avoid stereotypes and look at each child as an individual learner
2. Addressing behaviour and attendance	We aim to remove as many barriers to pupils learning as possible
3. High quality teaching for all	Children make the most progress when day to day teaching is high quality
4. Meeting individual learning needs	Support strategies and interventions are deployed according to individual need
5. Effective staff deployment	Teachers and support staff are deployed to fit the needs of the pupils
6. Data driven approach	We identify underperformance and gaps in learning at every opportunity
7. Clear responsive leadership	Leaders are fully involved in the learning of the pupils and provide on-the-spot feedback to teachers. They have a dedication to continued professional development.

"Leaders in more successful schools know that there are no simple or quick answers to helping disadvantaged pupils achieve their potential." DfE 2015

Staverton believes that the most successful school development plan is one that is based on long-term aims. We are setting out to change a culture, where all children can succeed. The SDP is therefore guided by the overall aims outlined below:

Staverton's Disadvantaged learners 4-year plan			
2020-21	2021-22	2022-23	2023-24
Promote ethos of achievement for all	Address individual pupils' needs	Support metacognition and independent learning	Set even higher expectations for all pupils
Address attendance and behaviour	Ensure all strategies are deployed to a high standard, including training of TAs	Introduce collaborative and peer learning	Develop existing practices still further
Establish high quality teaching and training of TAs	Help all staff to use data effectively and make decisions based on this	Assess pupils' attainment early and address learners' needs	Work with neighbouring schools to raise standards
Engage with evidence of what works and employ successful strategies	Allocate time for joint staff planning and review	Ensure assessment for learning systems are embedded	Learn from and contribute to national networks
Support pupils' social and emotional needs alongside the academic	Instil accountability at all levels of raising attainment	Constantly review impact of interventions and modify them	Staff continue to learn, develop new ideas and develop attainment for all
		Share learning between staff	

Analysis of all learners and Disadvantaged learners 2020-21

Whilst we recognise that strategies that relate to individuals are the most effective, it is still useful to identify overall themes in the school's data. In short, Staverton's disadvantaged learners have, in the past, remained disadvantaged. For example, there was a stark correlation between those who didn't meet the expected standard at the end of KS1 and those who are pupil premium. Attendance of disadvantaged learners is good, but clearly the school needed a new robust strategy.

Attendance

Attendance figures are for the period 01/09/20 – 23/07/21							
	National 2018-2019	All pupils	Pupils eligible for PP	Pupils not eligible for PP	SEN Support	EHCP	EAL
Overall absence rate	4.7%	5.2%	7.44%	5.1%	5.69%	6.06%	4.41%
Unauthorised absence rate	1.4%	0.5%	0.11%	0.47%	0.62%	0.55%	0.15%
% of persistent absentees (attendance below 90%)	10.9%	12.4%	9.38%				
Comments: <ul style="list-style-type: none"> Pupil support group looked in-depth at the individual cases of pupil absence. During lockdown, the attendance of disadvantaged learners was very good. There are two PP pupils who's attendance fell below 90%. We have been working hard to support these families on a case by case basis. 							

EYFS

This cohort (numbers) All pupils: 37 PP: 5 SEN Support: 1 EHCP: 0 EAL: 3	End of EYFS						
	All Pupils		Pupils eligible for PP	Pupils not eligible for PP	SEN Sup	EHCP	EAL
	National 2019	School 2021	School 2021	School 2021	School 2021	School 2021	School 2021
Achieving a good level of development	71.8%	64.9%	40%	68.8%	100%	N/A	33.3%
Communication and Language		L&A – 92%	L&A – 100%	L&A – 91%	L&A – 100%	N/A	L&A – 100%
		U – 92%	U – 100%	U – 90%	U – 100%		U – 100%
		Sp – 90%	Sp – 100%	Sp – 88%	Sp – 100%		Sp – 67%
Reading		73%	40%	78%	100%	N/A	33%
Writing		70%	40%	75%	100%	N/A	33%
Number		95%	100%	93%	100%	N/A	100%

Comments:

- The school worked extensively to develop its EYFS provision in 2020-21. We recognised that we needed to identify pupils' needs early. Writing was identified as a core area for development in the foundation stage, along with the quality of the learning environment.

Phonics

Y1 cohort (numbers) All pupils: 37 PP: 4 SEN Support: 3 EHCP: 1 EAL: 0	Phonics Check								
	All Pupils		Pupils eligible for PP		Pupils not eligible for PP		SEN Sup	EHCP	EAL
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021	School 2021	School 2021	School 2021
% achieving Y1 2021	82%	49%	71%	25%	84%	51%	66%	100%	N/A
% achieving by end of Y2 2021	91%	73%		50%		90%	33%	N/A	100%

Comments:

- The area where disadvantaged learners showed the biggest difference between their peers was in phonics. This was the school's justification for radically and rapidly changing the phonics screening programme for 2021-22.
- It was clear that disadvantaged learners had suffered the most from school absence during closures but also because a lack of an integrated approach.

KSI

This cohort (numbers) All pupils: 36 PP: 8 SEN Support: 3 EHCP: 0 EAL: 1	End of KS1 2021								
	All Pupils		Pupils eligible for PP		Pupils not eligible for PP		SEN Sup	EHCP	EAL
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021	School 2021	School 2021	School 2021
Meeting ARE or above in reading, writing and maths		50%		13%		61%	0%	N/A	0%
Meeting ARE or above in reading	75%	78%	62%	38%	78%	61%	0%	N/A	0%
Meeting ARE or above in writing	69%	50%	55%	13%	73%	61%	0%	N/A	0%
Meeting ARE or above in maths	76%	68%	62%	38%	79%	86%	0%	N/A	0%

Comments:

- It was clear that disadvantaged learners were underperforming in all key areas of the curriculum.
- As a school, we recognised that the focus on phonics, followed by reading and writing, would make a key difference to this.

KS2

This cohort (numbers) All pupils: 33 PP: 8 SEN Support: 7 EHCP: 1 EAL: 1	End of KS2 2021								
	All Pupils		Pupils eligible for PP		Pupils not eligible for PP		SEN Sup	EHCP	EAL
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021	School 2021	School 2021	School 2021
Meeting ARE or above in reading, writing and maths	65%	46%	51%	50%	71%	48%	14%	0%	100%
Meeting ARE or above in reading	73%	79%		63%		84%	57%	0%	100%
Meeting ARE or above in writing	78%	64%		50%		68%	14%	0%	100%
Meeting ARE or above in maths	79%	64%		63%		64%	43%	0%	100%

• The differential between pupils who met the expected standard and pupil premium children who met the expected standard appeared to narrow in 2021. This is of course, based on our own internal assessments.

Greater Depth

This cohort (numbers) All pupils: 73 PP: 12 SEN Support: 6 EHCP: 1 EAL: 1	KSI Greater Depth					
	All KSI Pupils		KSI Pupils eligible for PP		KSI Pupils not eligible for PP	
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021
Working above ARE in reading, writing and maths		12%		0%		15%
Above ARE in reading		22%		8%		25%
Above ARE or above in writing		15%		0%		18%
Above ARE or above in maths		18%		8%		20%
Above ARE in reading and Maths		14%		8%		15%

This cohort (numbers) All pupils: 145 PP: 39 SEN Support: 28 EHCP: 4 EAL: 6	KS2 Greater Depth					
	All KS2 Pupils		KS2 Pupils eligible for PP		KS2 Pupils not eligible for PP	
	National 2019	School 2021	National 2019	School 2021	National 2019	School 2021
Working above ARE in reading, writing and maths		8%		0%		10%
Above ARE in reading		23%		10%		23%
Above ARE or above in writing		10%		3%		13%
Above ARE or above in maths		23%		3%		31%
Above ARE in reading and Maths		15%		0%		21%

Comments: Whilst we are unable to compare to national statistics, the school has aspirations to raise the attainment of pupils, especially disadvantaged learners who are working at greater depth.

Pupil Premium Strategy Document

Detail	Data
School name	Staverton VC CE Primary
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	1/12/21
Date on which it will be reviewed	1/9/21

Statement authorised by	Edward Powe (HT)
Pupil premium lead	Edward Powe (HT)
Governor / Trustee lead	Russell Clarke (Gov)

Funding Overview

Detail	Amount
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	£69,835

Statement of Intent

At Staverton Primary School, we currently have 55 children on roll who are in receipt of pupil premium which makes up 21% of our school. We are committed to providing an education that helps all children achieve the highest standards and prepares all pupils for the future. We aim to encourage and develop every child's personality, talents and abilities to the full, and strong consideration is given to the allocation of resources to support this vision.

Our school believes profoundly in our ethos that every member of our community belongs and is welcome. Staverton strives for a culture of 'no walls, no ceilings and no boundaries'. All of our pupil premium funding is used to support this ethos.

The pupil premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families; children in care and the children of armed service personnel. This year, schools will receive £1,345 per pupil and £310 per service child.

The purpose of the pupil premium is to raise achievement and aspirations of disadvantaged groups of children. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives so that they can reach their full potential. The government has given schools discretion in how to best use the funding to meet the needs of their children.

The table below shows the distribution of our children who are in receipt of pupil premium in September 2021:

Year Group	Number of children in receipt of free school meals or pupil premium funding (January 2021)
Reception	3
Year 1	5
Year 2	7
Year 3	10
Year 4	8
Year 5	11
Year 6	11
Total	55

Challenges

Challenge number	Detail of challenge
1	A number of pupils, especially in KS2, still need to make accelerated progress in English and maths, or require targeted support in specific areas of learning to enable them to make progress. As a result of assessments in reading, writing and maths specific gaps in learning have been identified for individual small groups/individual children are addressed through 1 to 1 or small group support from a teacher
2	Some pupils have social, emotional and mental health needs which can become a barrier to learning
3	There are a number of families that require support at home so the children can be more successful in school
4	A number of pupils are unable to engage in extra-curricular activities due to financial constraints of the family.
5	Disadvantaged families need financial support to enable children to have a hot meal, milk, to access school trips.
6	There are gaps in the oral language and communication skills of some children. Gaps in phonics knowledge and application have been identified. In addition, The phonics scheme we use, 'Letters and Sounds' needs to be updated with a new government verified scheme

Intended Outcomes

Intended outcome	Success criteria
Support disadvantaged children to make sure that they make progress in their reading, their interest in reading, and their phonetic knowledge.	<p>At least 80% of year 1 pupils pass the end of year phonics screening check (including 80% of disadvantaged pupils)</p> <p>Pupils make accelerated progress (from KS1 to KS2) in their reading (KS2 SATS)</p> <p>Data regarding disadvantaged children's interest in reading for pleasure shows an increase in engagement (UWE survey)</p> <p>Analysis of termly assessments identifies the specific gaps that need to be addressed</p> <p>1 to 1 or small group intensive support from a teacher to address the gaps in learning</p> <p>Clear entry and exit data is recorded for all interventions demonstrates increase in attainment</p>
Effectively teach multiplication tables across the school,	<p>The school is above the national average in the Y4+ multiplication check</p> <p>Children who currently don't know their x tables to 12 x 12 will learn them by the end of UKS2</p>
Pupil Premium children will have increased opportunities to engage in extra-curricular activities	<p>50% of disadvantaged learners will engage in an after-school club (currently nearer 10%)</p> <p>Disadvantaged families know that the cost of trips, residential visits, school meals, milk etc. is covered</p>
The social and emotional needs of children are addressed and this support means that they are ready to learn	<p>Short assessment tasks are used to determine the focus of a six week Thrive block using the plan, do review model</p> <p>A fortnightly catch up session is held with the DSL's and SENCo to review progress</p> <p>Thrive practitioners receive termly supervision from an educational psychologist</p> <p>Two TAs receive training in THRIVE activities that can be used with children not ready to access ELSA</p> <p>Pastoral manager provides ongoing support to vulnerable children and families</p>
<p>A newly implemented phonics scheme from the government verified list means that children make very good progress in phonics acquisition and application</p> <p>Gaps in phonics knowledge are identified and filled through targeted intervention</p>	<p>Gaps in phonics knowledge are filled through quality first teaching</p> <p>Phonics intervention group for children in KS2 rapidly fills any gaps in phonics knowledge</p> <p>A new phonics scheme has been purchased</p> <p>Staff have received training in how to use the scheme</p> <p>The new phonics scheme has been successfully implemented in all KS1 classes</p>

Activity in this academic year

- Continued deployment of a Pastoral manager with a specific role in supporting vulnerable learners and their families
- Continued employment of TAs who are trained in the 'Thrive approach' to develop children's social and emotional skills.
- To provide financial support for pupils to participate in educational trips and visits
- To allocate additional staff time to help pupil premium children catch up following lockdown, particularly on phonics, times tables and KS2 arithmetic.
- To enable additional TA time so teachers can be released for tutoring time
- To provide staff training to help close the gap between the attainment pupil premium and non-pupil premium children including Read Write Inc phonics and spelling
- All new staff to receive RWI training, to ensure that all children rapidly learn phonics and spelling to the expected standard
- Support from a consultant headteacher and 'Pupil Premium Partner'
- Close work with the 'disadvantaged learners lead' for the local authority
- Ensuring that pupil premium children have extra-curricular opportunities such as singing and representing the school, gifted and talented workshops etc.
- Pupil progress meetings and data analysis will carefully track the progress and attainment of vulnerable learners.
- Some planned book sampling and pupil conferencing will specifically target pupil premium children.
- Staverton ukulele project to continue
- Beans talk reading charity to support disadvantaged learners with their reading
- Whole school trip to Slimbridge Wetlands
- Targeted opportunities for disadvantaged learners (e.g. Trowbridge lantern festival)
- Visiting authors (e.g. Kita Mitchell)

Teaching (including CPD, recruitment and retention (£11,000))

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Read Write Inc Training/purchase of RWI scheme/time out of class for phonics lead/Support from RWI trainers and fellow RWI schools/Implementation of RWI programme. 	<p>EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.</p> <p>Disadvantaged learners lead reports to 'basic skills and early reading' being the two biggest approaches that make rapid progress for disadvantaged pupils.</p> <p>Research from the Ramsbury English Hub advocates use of an integrated scheme for teaching phonics and spelling. It's clear from internal data that children have not made sufficient progress due to a lack of consistency in teaching and learning.</p> <p>All research points to the importance of the day-to-day learning of pupils in their classroom, and teacher CPD, having the best impact on disadvantaged learners' attainment.</p>	1, 3, 6
<ul style="list-style-type: none"> RWI spelling, CPD, resources, training and implementation 		
<ul style="list-style-type: none"> X tables intervention scheme and implementation 		
<ul style="list-style-type: none"> Introduce 'Maths no Problem' scheme to establish more consistency and high-quality teaching 		

Targeted academic support (e.g tutoring, one-to-one support structured interventions) (£31,790.66)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics catch-up tutoring</p> <ol style="list-style-type: none"> TA cover to support class teachers with tutoring 1:1 booster groups 	<p>Research indicates that smaller, more targeted interventions, are the most effective. TAs who know the children but who are appropriately trained, have demonstrated that children respond well to them.</p> <p>EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.</p> <p>Disadvantaged learners lead reports to 'basic skills and early reading' being the two biggest approaches that make rapid progress for disadvantaged pupils.</p> <p>NFER reports identify personalised support strategies, based on individual pupils, as being a key way to improve children's attainment.</p> <p>The DFE report from 2015 reports that giving leaders time to immerse themselves in the learning of pupils. Having a stronger leadership team means that more adults are modelling a 'success for all approach'.</p>	1, 3, 6
END of KS2 expectations, arithmetic and reading interventions in small groups and 1:1		
Qualified teacher appointed to support phonics and early reading in year 3/4 particularly		
Strategic leadership time for English and phonics leaders		

Wider strategies (e.g, related to attendance, behaviour, wellbeing) (£6942.34)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ukulele project	<p>DFE have published research on the importance of music to developing children's wellbeing.</p> <p>EEF toolkit identifies the importance of providing additional opportunities for disadvantaged learners in school.</p> <p>Pupils report in surveys that trips form a part of children's core and fundamental experiences of primary school. Social mobility is a significant area of mitigation for vulnerable learners.</p> <p>Gov scheme and grant advocating that schools have a mental health and wellbeing practitioner. The Wiltshire music hub provided us with funding to help develop children's mental health and wellbeing.</p> <p>Our 4-year plan identifies supporting children's social and emotional needs as a key to removing barriers to learning.</p>	2, 3, 4, 5
Music therapy		
Whole School Trip		
Wrap around Care		
Residential		
Train mental health and wellbeing lead		

Review of impact on pupil premium spending in 2020-21

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, the end of year data, provided above and the comments above, demonstrate the impact of spending on disadvantaged learners.

However, it was very apparent that the school needed a dedicated pupil premium lead, which it didn't have during this academic year. Furthermore, although many useful schemes and programmes had been purchased (e.g. soundswrite) it was obvious that they hadn't been implemented effectively and therefore their longevity and impact were lacking. The spending strategy wasn't based on the 7 principles outlined in the document above and the strategy was a short-term one.

Disadvantaged learners have always been supported financially at Staverton with residential and trips. These wider strategies are very important and this practice should continue. However, a greater focus and emphasis needed to be placed on academic outcomes for pupils, including basic English and Maths skills. More spending needed to be weighted towards quality first teaching.

The School has been working closely with a pupil premium partner. This is a local authority initiative. The new Headteacher has been working collaboratively with Princecroft Primary, a school in Warminster with a high proportion of disadvantaged learners. The new headteacher of Staverton asked to work with the local authority to address pupil premium as it was apparent that a review was needed.

Externally provided programmes

Programme	Provider
Phonics programme	Soundswrite (since moved away from this scheme to RWI)
Jasmine	REAL PE- comprehensive programme for teaching and learning of PE
Behaviour management	Pivotal Education

Service Premium Children

At Staverton, we want every child to achieve their very best and understand that the experience of children in the Armed Forces can be different from that experienced by many other children. The Service Pupil Premium (SSP) was introduced by the Department of Education as part of the commitment to delivering the Armed Forces Covenant. This premium enables schools to provide extra, mainly pastoral, support for children with parents in the Armed Forces. We have noticed that Armed Forces families are a growing community at Staverton and we aspire to support them in any way that we can.

We regularly welcome military families into our school community and recognise the challenges for both the children starting at new schools, and for parents stepping into another school community whilst often dealing with the impact of a serving family member being away. We offer a range of support for our military families including a pastoral manager who can work with both children in school and support parents at home. We also have a number of staff trained as Emotional and Literacy Support Assistants (Thrive) who can provide additional pastoral support to help children settle quickly and achieve their very best while at Staverton.