

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 funding had within our school.

School overview

Detail	Data
School name	Stewart Fleming Primary School
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Lincoln
Pupil premium lead	Sophie Flint-Virtue
Governor / Trustee lead	Max Eaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,124
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,400
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	£146,479

Part A: Pupil premium strategy plan

Statement of intent

Stewart Fleming is a growing, larger than average primary school situated in the London Borough of Bromley, where typically one fifth of the school population are eligible for the pupil premium grant. Following the successful completion of a new build project in October 2020, our pan is expanding to 90 children per year group and has expanded the facilities and provision we are able to provide, including a multi-use games arena (MUGA), rooftop running track, full time nurture provision and an amazing, specially designed EYFS outdoor learning environment.

Our school vision statement applies to all of our children and is at the heart of everything we do:

Every day at Stewart Fleming Primary School is an extraordinary school day. Our unwavering commitment in delivery an inspiring and inclusive curriculum develops independent learners. We endeavour to nurture inquisitive minds to enable them to be become the best they can be.

We aim to ensure that all children are given the opportunity to achieve their full potential both academically and socially, irrespective of their race, gender, cultural heritage or previous experience. We are committed to providing the foundations for every child to flourish in a safe and happy environment. We value the support of our parents and carers and strive to develop a trusting relationship based on mutual respect to enable us, together, to ensure our children achieve their very best.

It is our aim to ensure that a child's chances of success are not determined by or related to their economic background, gender or ethnicity. The pupil premium set out below is interwoven with our school development plan and all staff have the shared vision and role to ensure that children who are vulnerable or disadvantaged have the best education and opportunities in order to prepare them for the next stage in their education and for life.

High quality teaching and learning and early intervention is at the centre of our approach, with a focus on the areas in which disadvantaged pupils require the most support, whilst also benefiting the non-disadvantaged pupils at our school.

What is Pupil Premium?

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. Stewart Fleming receives pupil premium funding for children who are in care or adopted from care, children whose parents are in the armed forces and for every pupil who have received free school meals at any time in the last 6 years. All of our work funded using the pupil premium grant will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum.

The Government takes the view that head teachers and school leaders have the best understanding of the needs of children in their schools and, as such, they should be the ones to decide how best to use the Pupil Premium Grant. Therefore, the provision provided is based on evidence and data gathered to understand and assess the individual needs of our school and children.

How is the funding used?

Stewart Fleming seeks to ensure the effective use of its Pupil Premium funding to narrow the progress and attainment gap for our most disadvantaged and vulnerable pupils. We offer children a wide range of opportunities to ensure that barriers to achievement are recognised and children are supported to achieve their best.

High-quality teaching is at the heart of our approach, offering an adapted and varied, broad and balanced curriculum for all. Through educational visits and The Pioneer Passport, we enrich the curriculum and enhance pupils' cultural capital. We also offer a wide range of varied extra-curricular clubs and music lessons. Pastoral support through counselling, nurture provision and therapeutic input enables children to feel safe, listened to and ready to learn, developing self-esteem, confidence and worth.

Our spending of allocated pupil premium funding targets all areas of development; academic, pastoral, extra-curricular, interventions, additional classroom support, booster groups and small group tuition.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Gaps in vocabulary and language skills</u></p> <p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils have been identified through assessments. This is particularly evident in EYFS and KS1, and more prevalent among disadvantaged pupils in comparison to their peers.</p>
2	<p><u>Gaps in learning</u></p> <p>As identified in our school development plan, one of our whole school priorities is to develop writing outcomes for all children. Internal and external assessments (where available) indicate that writing attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly evident in KS2 and assessments indicate that this gap has widened following school closures during the pandemic.</p>
3	<p><u>Emotional wellbeing and resilience</u></p> <p>Our assessments, discussions and observations have identified that the social and emotional wellbeing, confidence and resilience of some of our disadvantaged and vulnerable children and families has declined, in comparison to non-disadvantaged. This is particularly apparent since the pandemic and in the current climate, resulting in an increased safeguarding need.</p>
4	<p><u>Special educational needs</u></p> <p>There is a correlation between children that are eligible for pupil premium and needs which impact on wellbeing and academic progress.</p>
5	<p><u>Attendance and punctuality</u></p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to that of their peers during the same period.</p> <p>Although there is evidence that these gaps have narrowed, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p><u>Cultural capital</u></p> <p>Some pupils have limited experiences beyond their home life and immediate community and enrichment opportunities in comparison to their non-disadvantaged peers.</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
Improved oral language skills and vocabulary for disadvantaged pupils in EYFS and KS1.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils in EYFS and KS1. Children will be able to use vocabulary in a range of contexts, beyond their starting points. Children in EYFS develop strategies to be able to express their needs. Those who need additional support are identified and supported beyond KS1.
All pupils are equipped with good phonic knowledge and the skills to use this.	Little Wandle scheme is embedded and results of assessments and Year 1 phonic screening test show all pupils make progress and data targets are met. The Little Wandle KS2 intervention ensures that all children can decode fluently.
Improved writing progress and attainment among disadvantaged pupils.	End of year data internal data shows that disadvantaged children have made expected or more than expected progress. High quality interventions have a positive impact on learning and outcomes. At least 80% of children reach age related expectations at the end of KS2, with minimal difference between disadvantaged and non-disadvantaged cohorts. Children have key skills to prepare them for the transition for secondary school.
To support the emotional wellbeing and mental health of all children, particularly those who have been most affected by school closures.	Children have access to the support and provision needed and identification and referrals to external agencies are made as needed. Qualitative data from school counsellors, student voice, student and parent surveys, teacher observations show improved levels of wellbeing. The resilience, confidence and motivation of pupils eligible for pupil premium will be improved.
To achieve and sustain improved levels of attendance and punctuality for all pupils, particularly for our disadvantaged children.	Whole school attendance targets are met, with minimal difference between disadvantaged and non-disadvantaged pupils. Decrease in persistent absence for all, with little/no difference between disadvantaged and non-disadvantaged children. Identified families working closely with the attendance officer and EWO to ensure high attendance.
All disadvantaged pupils have access to a range of extra-curricular activities and experiences.	All disadvantaged children are supported to attend educational visits, residential trips and The Pioneer Passport visits. At least 90% of disadvantaged children attend extra-curricular clubs and there is a high uptake of funded club places. Disadvantaged pupils learn musical instruments and attend music clubs.

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: **£82,969**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all teaching teams across the school to ensure good practice and effective pedagogy.	Guidance report – EEF – Effective Professional Development Effective staff development is proven to provide strong outcomes for all pupils. Most importantly it ensures that teaching practice is constantly developing and that outcomes are forefront of the mind of all staff. DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.	1, 2, 3, 4
Continue to embed the CUSP curriculum for reading and writing across KS1 and KS2. Additional resources and materials linked to the scheme and linked to growing pupil numbers and training for all new members of staff. Focus on spelling and handwriting, with allocated sessions in timetables and additional planned CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils (EEF toolkit). CUSP is an evidence based curriculum which focusses of vocabulary acquisition and oracy.	1, 2
Embedding high quality interaction adult/child interactions in the Early Years and throughout the school with a focus on developing language rich environments.	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf	1, 2, 6

<p>Purchase and use of Renaissance AI testing software for reading and maths to ensure consistency of approach.</p> <p>Training for staff will ensure assessments are interpreted and administered correctly and the data produced are used to inform planning, teaching and learning.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Improve the quality of social and emotional (SEL) learning through supporting identified pupils with the nurture provision. SEL approached will be embedded into everyday practices, supported by training for staff.</p> <p>School Counsellor Nurture Intervention School mentors</p>	<p>There is extensive research associating childhood social and emotional skills with higher academic outcomes.</p> <p>EEF Social and Emotion Learning PDF</p> <p>Numerous studies including the UCL review (Feb, 2021) have found that school closures as part of broader social distancing measures are associated with considerable harms to CYP health and wellbeing. There is concern that the longer-term impacts are even greater amongst vulnerable groups.</p>	1, 3, 4

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

Budgeted cost: £20,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across KS1 and 2, using the Little Wandle catch up and keep up sessions.</p>	<p>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 effective when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit)</p>	1, 2
<p>Tuition and intervention groups led by an experienced qualified teacher. Disadvantaged children in key year groups will be prioritised.</p>	<p>The EEF toolkit collates studies that conclude that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. It has an average impact of 4 months additional progress over the course of a year.</p>	1, 2

Individual mentoring for pupils with persistent absence and disadvantaged pupils through Learning together partnerships. Personalised plans to improve attendance and parental engagement.	The EEF toolkit collates studies that have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	4
Small group and one-to-one interventions to support vocabulary and language development, reading with bottom 20% of readers, Year 6 Easter school, booster sessions delivered by qualified teachers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2

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

Budgeted cost: £56,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of part time nurture provision including staffing and resourcing, with priority given for disadvantaged pupils.	Guidance in the DfE Guidance points to use of PPG to support with pastoral needs is an appropriate use of spending.	1, 3, 4
Provide one to one and group counselling or play therapy sessions to support vulnerable pupils, led by skilled and experienced professionals both within school and externally.	Mentoring EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	3
Continued focus on improving attendance across the school, with a particular focus on disadvantaged pupils who fall under the category of persistent absentees. Funding used to subsidise salary of attendance officer, including training to develop and implement new procedures.	We have drawn from the DfE document guidance on 'Improving School Attendance' (updated 2021) in refining our approach. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	
Edukey provision mapping being used to support early intervention and referrals for disadvantaged pupils who also have SEND, mental health and attachment needs which impact on wellbeing and academic progress. Weekly pastoral meetings with SENCO, attendance officer, DHT and Head teacher to identify and support families and children and work to alleviate barriers to learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
All children in school to be given opportunity to participate in activities which enhance and broaden their cultural capital through the Pupil Passport. Subsidised rates to enable disadvantaged pupils to access trips and residentials, musical tuition and clubs.	Provision of a range of initiatives to extend children's experiences: Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement Education Endowment Trust Toolkit Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)	6
Funding to provide school uniform to disadvantaged or vulnerable children (identified potential barrier to children attending school and low self-esteem). Educational resources as required including a revision guide for all Year 6 pupils to support home learning.	Parental engagement (+2 months – EEF toolkit)	3, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: **£160,346**

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.

The impact of the strategy and approach to interventions and tutoring, linked with funding made available via the National Tutoring Program has led to strong progress being made across the school for children in the Pupil Premium Group.

In year groups where there has been not as much progress made as their peers, we can see a narrowing of the attainment gap between children. It is also important to note the complexities of each year group.

Year group	Reading		Maths	
	Average steps progress of pupil premium group	Average steps progress of non-pupil premium children	Average steps progress of pupil premium group	Average steps progress of non-pupil premium
1	3.8*	4.1*	3.6	4.1
2	5.8	6.1	5.8	6.1
3	6.2	6.4	6.0	5.9
4	7.2	6.1	7.6	6.2
5	6.2	6.0	6.1	5.7

Commented [RL1]: Sophie is this correct?

* from Autumn 2 to Summer 2

The outcomes have continued to be successful during the second year of our three-year plan and we have continued to make changes and adaptations to the plan ensure the third and final academic year continues to be a success. In the Early Years Foundation Stage (EYFS), we have continued an intensive focus on speech and language development and early intervention throughout the academic year 2023-24. In July 2024 78% of children in EYFS achieved a good level of development and 50% of pupil premium children (6 children) achieved a good level of development.

In June 2024 91% of children in year 1 passed the phonics screen check. 82% of pupil premium children passed the phonics screening check. Children in Little Wandle intervention groups made good progress over the course of the academic year. Children in year 1 were able to move from phase 3 to phase 5 interventions across the span of the year. 90% of the children in the 'keep up' Wandle group have progressed to the next phase. 70% of 'catch up' Little Wandle group have progressed to the next phase with 21.8% no longer requiring support. 96% of children in year 2 passed the phonics screening check in Year 1 and Year 2. All of these statistics demonstrate evidence of the successful embedding of the Little Wandle scheme within in school from EYFS to year 6 and the success of the training and CPD that continues for existing staff and comprehensively for staff that are new to the school.

The academic year 2023-2024 was the first year the school had followed the 'CUSP' programme for reading, writing and spelling from years 1-6. In July 2024, the average progress made in reading by pupils across years 2-6 was 6.2 steps, with expected progress being 6.0. The average progress made by pupil premium children in reading for pupils across years 2-6 was also 6.2 steps.

75% of pupil premium children had made expected progress or more in reading. These results are higher than the results from the previous academic year 2022-23, demonstrating the success of the integration of the CUSP curriculum.

The nurture provision continues to run in the afternoons with two designated members of staff, with priority given to pupil premium children and a focus on reducing the number of suspensions for identified children within the pupil premium group. This provision was amended at the end of last year for this academic year, to ensure that identified children specifically in lower KS2 were a focus. The children in lower key stage 2 have been able to access this provision, including pupil premium children, to support their social, emotional and mental wellbeing which in turn supports their academic progress and helps foster positive relationships and attitudes to school and education.

The focus on attendance will continue in to 2024-25. At the end of last academic year, there was an attendance gap of 3.2% between pupil premium (92.6%) and non-pupil premium groups (95.8%). The children who were persistent absentees (children who miss 10% or more of sessions) were also a focus for the last academic year. There was a reduction in the percentage of persistent absentees fell from 10.8% to 9.4% last academic year showing the strategies put in place to support these children was successful.

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

Programme	Provider
Little Wandle Synthetic phonics scheme	Little Wandle
White Rose Maths	White Rose
International Primary Curriculum	IPC
CPOMs	CPOMs
Times Tables Rock Stars	Maths Circle
Provision map writer	Edukey
English curriculum	CUSP

Service pupil premium funding (optional)

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

0 service children

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)