



# Stakeford Primary School

## Pupil Premium Expenditure Statement

1. Summary information			
<b>School</b>	Stakeford Primary School		
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£76,560
<b>Total number of pupils</b>	127	<b>Number of pupils eligible for PP</b>	58

2. Current attainment <i>The following is validated data published in February 2019</i>		
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	21%	70%
<b>% achieving in reading</b>	36%	80%
<b>% achieving in writing</b>	57%	83%
<b>% achieving in maths</b>	43%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>
<p>Analysis of data in school indicates the following:</p> <ul style="list-style-type: none"> <li>• 47% of PP pupils are also on SEN register.</li> <li>• On entry data to EYFS indicates inexperience in numerical skills, reading, writing, speech and Language</li> <li>• 45% of all PP pupils have experienced (long and short term) challenges to their emotional wellbeing.</li> </ul>
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>
<p>Monitoring exercises carried out by senior leaders indicates the following:</p> <ul style="list-style-type: none"> <li>• For 38% of PP pupils, there is little evidence of home support with regular reading and/or homework.</li> </ul>

4. Expenditure			
Academic year		2017-18	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Actual Expenditure
All pupils have access to quality teaching and support.	Reception/Year 1 class have access to support from a Higher level teaching Assistant (HLTA) for morning sessions for the delivery of Maths and English.  Reception to be taught as a single age class in the afternoons with the support of a Level 3 TA to deliver interventions and 1:2:1 programmes.	Targeting funding in the Early Years has proven successful in ensuring more PPG pupils achieve the GLD. This, in turn, is helping to diminish the difference before children reach KS2 which can be seen in the review of 2016/17 spending at the end of this report.	£18,573
	Pupils in the Year ½ class have additional classroom support during the teaching of English and Maths.	Increasing levels of support means that there can be three guided work groups increasing PPG pupil access to quality adult support.	£10,990
	Inspire Maths has been rolled out to the Year 2 class.	The Inspire Maths programme is based on the mastery approach to Maths delivery, including the Singapore bar method. Children do not move on until the majority of the class have understood a concept which enables those who understand early to use and apply skills and knowledge at greater depth.	£8,599
<b>Total Expenditure</b>			£38,162
ii. Targeted support			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	
Early intervention to continue for pupils not working at age related expectations in Writing and Maths	Continue Age Related Expectations (ARE) group time. These will be additional guided sessions based on specific gaps in learning identified for those pupils who ended the previous academic year in 'developing' not 'secure' and where termly tracking indicates progress is slower.	<ul style="list-style-type: none"> <li>The school has always found that a fluid approach to grouping for guided work, based on accurate assessment identifying gaps has had a significant impact on pupil progress.</li> <li>This targeted support is focused for one term so that by Christmas there is evidence that the identified groups (containing high proportions of PP pupils) have caught up with their peers.</li> </ul>	

<b>To continue to improve performance of PP pupils in Maths.</b>	Continue 'Stretch and Fix' maths sessions. The 'Singapore Bar' approach is being used throughout KS1 and will be rolled out to the whole school.	<ul style="list-style-type: none"> <li>The rationale for this approach is to address misconceptions in mathematical understanding promptly so that children do not develop gaps in their understanding and learning. The 'Singapore Bar' method is based on approaching Maths using the mastery technique.</li> </ul>
<b>To continue to provide specific interventions for SEN/PP pupils who experience difficulties in English and Maths</b>	Pupils will continue to benefit from teacher and TA led interventions to support with basic skills including: <ul style="list-style-type: none"> <li>Read, Write Inc</li> <li>Lexia (reading)</li> <li>Phonics (KS1)</li> <li>First class @ number (KS1/KS2)</li> <li>Small group support</li> <li>Toe-by-toe (dyslexia)</li> <li>Action Words</li> </ul>	<ul style="list-style-type: none"> <li>Children who are on the SEN register have specific barriers to learning which can occasionally only be overcome by focused and specific programmes. These take place during specific timetabled slots to avoid English and Maths time. This ongoing approach has enabled some pupils to narrow the gap with their peers and for those who have more severe learning difficulties, the gap does not widen further.</li> </ul>
<b>To increase opportunities for disadvantaged pupils to work at greater depth</b>	Subject extra-curricular activities designed to apply skills at greater depth aimed at able and talented pupils must include 50% PP pupils.	<ul style="list-style-type: none"> <li>Pupils working within 'Secure' often need additional opportunities to apply skills to demonstrate greater depth. Changing the context of the activities will encourage some less confident children to explore and experiment, developing resilience and problem solving.</li> </ul>

**Total budgeted cost** £25,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>
<b>To improve attendance rates of PPG and PPG/SEN pupils.</b>	<p>Letters will be written to the parents of targeted pupils whose attendance fell below 95% in 2016-17 outlining a staged approach.</p> <p><b>Stage 1:</b> Target setting at 96% for all pupils.  <b>Stage 2:</b> Attendance panel (including governors)  <b>Stage 3:</b> EWO referral</p> <p>This will be followed by a letter at the end of each half term with an update on individual progress towards this target. Pupils on, or exceeding, their targets will be rewarded with a voucher. Those below the target will progress towards the next stage.</p>	<p>Of the 51 PP pupils 74% had attendance below the National Average of 96% in 2016-17. 20% of this group had attendance below 90% and were therefore persistent absentees. This has had a significant impact on attainment and progress. 41% of PP pupils were not secure in Age Related Expectations (ARE).</p> <p><b>Target:</b>  80% of Persistent Absentees (PA) to improve attendance to 90% and above.  65% of pupils below 96% to be at or above National average.</p> <p>Not all pupil absences fall in to the categories that can be addressed by this action so it will be necessary to do some individualised work with specific families which may involve an EHA or representation at multi-agency meetings.</p>

<p><b>To improve pupil self-esteem and raise aspirations</b></p>	<p>School to invest in the 'Growth Mindset' approach changing the whole school approach to how we talk about learning and the language of learning.</p>	<p>Research has shown that the way we think, and so behave, has a massive impact on learning and attitude.</p> <p>Our experience has shown us that a proportion of pupils from disadvantaged backgrounds, particularly those with SEN, can have a fixed mindset which lowers their expectations and resilience when faced with educational challenges creating a significant barrier to learning. By addressing this and changing their perceptions of themselves as learners they will develop resilience and a positive attitude. In doing so they will be able to overcome the barrier and start to make more progress.</p>
<b>Total budgeted cost</b>		£5,600
<p>In addition to the actions outlined above Strategy Money was used to provide the following:</p> <ul style="list-style-type: none"> <li>• Free After School Provision                    £600</li> <li>• Subsidising School visits                        £2,451</li> <li>• Provision of Booster Classes                    £1,330</li> <li>• Additional Resources (Maths and Phonics) £1707</li> </ul>		
<b>Total budgeted cost</b>		£6,088
<b>Total Expenditure</b>		<b>£74,852</b>

## Outcomes from Expenditure

Reception/Year 1 class have access to support from a Higher level teaching Assistant (HLTA) for morning sessions for the delivery of Maths and English.

Reception to be taught as a single age class in the afternoons with the support of a Level 3 TA to deliver interventions and 1:2:1 programmes.

**Impact Pupils in receipt of EYPP funding performed better than their peers nationally. The gap between PPG and NPPG in school, at -8%, is narrower than the gap nationally, of -17%.**

Achieving GLD			
School		National 2017	
PPG	NPPG	PPG	NPPG
67%	75%	56%	73%

**Next Steps:** Address inequalities on entry with 2 year old provision.

**Pupils in the Year ½ class have additional classroom support during the teaching of English and Maths.**

**Inspire Maths has been rolled out to the Year 2 class.**

**Impact:**

At the end of Year 1, The percentage of disadvantaged pupils working at the standard was 80% only 4% below their non-disadvantaged peers nationally.

At the end of KS1, disadvantaged pupils performed broadly in line with their non-disadvantaged peers nationally.

	Reading	Writing	Number
School Disadvantaged	75%	75%	75%
National Non-disadv	79%	72%	79%
Difference	-4%	3%	-4%

KS2 data recorded on the front of this report is cohort specific and not indicative of the progress of PP pupils within the school as a whole. Progress for the PP group in this cohort gives a more accurate picture of the work completed. Progress scores are based around a national average of 0. Better than average progress is a positive number and below average progress is a negative number. Numbers less than 1 in either direction a deemed broadly in line with the National average. The lower progress rate for Reading was cohort specific and was linked to a particular circumstance.

	Reading	Writing	Number
School Disadvantaged	-3.01	0.67	-0.16
National Non-disadv	0	0	0

**Next Steps:** To look at supporting KS2 Reading in SEN/PPG cross over pupils

**To improve attendance rates of PPG and PPG/SEN pupils.**

**Impact:** As a result of the work completed with individual families the overall percentage for the school increased and is now within -0.7% of the National average of 96%. The greatest increase was in the PPG group. In addition to this the number of PPG children deemed persistent absentees, with attendance below 90% was reduced from 14 (2016/17) to 6.

	2016/17	2017/18	Difference
All	94.0%	95.3%	+1.3%
PPG	92.4%	94.7%	+2.3%
SEN	93.3%	94.8%	+1.5%