



Stakeford Primary School

Pupil premium strategy statement

1. Summary information					
School	Stakeford Primary School				
Academic Year	2019-20	Total PP budget	£59,700	Date of most recent PP Review	N/A
Total number of pupils	146	Number of pupils eligible for PP	43 (sept 19)	Date for next internal review of this strategy	Jan 20

2. Current attainment <i>The following is unvalidated data published in September 2019, National data is 2018</i>		
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	70%
% achieving in reading	50%	80%
% achieving in writing	75%	83%
% achieving in maths	63%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers <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"> • 45% of PP pupils are also on SEN register; • 45% of PP pupils were assessed as below ARE in reading in July 2019; (Common issues: development of positive attitudes towards reading; vocabulary limitations;) • 48% of PP pupils were assessed as below ARE in writing in July 2019.; (Common issues: Handwriting; editing to improve/correct;) • 42% of PP pupils were assessed as below ARE in Maths in July 2019. (Common issues: information retention; problem solving; time; and fractions)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
<p>Monitoring exercises carried out by senior leaders indicate the following:</p> <ul style="list-style-type: none"> • 49% of PP pupils have had some disruption in their home lives. • 40% of PP pupils had attendance below 95%, and 23% of this group were below the PA threshold. • Attendance was a key factor for 59% of the group who did not achieve ARE in July 2019. Of the remaining 41% the key factors were SEN (40%) and external factors (1%)

4. Planned expenditure					
Academic year		2019-20			
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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils have access to quality teaching and support.	Reception class have access to support classroom for morning sessions for the delivery of Maths and English.	<p>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 2018/19 spending at the end of this report.</p> <p>There are potentially fewer than three eligible pupils in this group one of whom is on the inclusion wheel.</p>	The Headteacher and Early Years Management team will monitor and discuss individual pupil progress each term.	EYFS Manager	December 2019 March 2020 July 2021
	<p>Pupils in the Year 1 and Year 2 classes have additional classroom support during the teaching of English and Maths.</p> <p>The Year 2 class will have the support of a Higher level teaching Assistant (HLTA) and Year 1 a Level 3 TA, both with experience of early reading and maths.</p>	<p>The targeted support of more experience classroom support staff will enable KS1 staff to provide more guided group work to ensure that basic skills are embedded. Activities to include:</p> <ul style="list-style-type: none"> • Pre teaching; • Over teaching; • Application of skills in different contexts; • Guided work on specific gaps based on assessment; <p>The teacher in Year 2 is new to the Year group and will benefit from a more experienced support assistant.</p>	The Headteacher will monitor the effectiveness of how staffing is used to support PP pupils through looking at planning, work books and lesson observations.	Headteacher	December 2019 March 2020 July 2020
Total budgeted cost					£33,074

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to provide specific interventions for SEN/PP pupils who experience difficulties in English and Maths	<p>Pupils will continue to benefit from teacher and TA led interventions to support with basic skills including:</p> <ul style="list-style-type: none"> • Lexia (reading) • Read, Write Inc • Daily reading • Phonics (KS1) • Small group support • Action Words • First class @ number (KS1/KS2) • Success @ Arithmetic (UKS2) 	<ul style="list-style-type: none"> • 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. • Interventions will be delivered for a maximum of one term then reviewed for impact. 	<ul style="list-style-type: none"> • Progress of pupils receiving specific interventions is reviewed by the Special Educational Needs Co-ordinator (SENDCo) 	SENDCo	December 19 March 20 July 20
To increase opportunities for disadvantaged pupils to work at greater depth	<p>Subject extra-curricular activities designed to apply skills at greater depth aimed at able and talented pupils must include 50% PP pupils.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Subject Co-ordinators will ensure there is at least one extra-curricular activity with a greater depth focus provided during the year. • The Headteacher will overview provision. 	Headteacher	December 19 March 20 July 20

<p>Early intervention to continue for pupils not working at age related expectations in English and Maths</p>	<p>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. To include areas that assessment tracking sheets indicate are areas commonly less secure for PP children:</p> <p>Reading: Vocabulary; inference; engagement with poetry Writing: Handwriting; Using verb forms correctly; Editing Maths: Fluency of mental arithmetic; problem solving; time.</p> <p>Additional enrichment activities will be planned during the year with PP pupils as a target group to target selected areas (e.g. poetry; problem solving)</p>	<ul style="list-style-type: none"> 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. In order to tackle retention issues, tasks need to be repeated in different contexts and ways to embed skills. 	<ul style="list-style-type: none"> The Headteacher will monitor planning and delivery of these sessions ensuring that time is set aside. Staff will have the target groups identified during pupil progress discussions. The SMT will analyse the autumn term data to monitor the impact. 	<p>Headteacher</p>	<p>December 19 March 20 July 20</p>
Total budgeted cost					<p>£20,800</p>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To provide support for those children whose circumstances pose a risk to their mental health/wellbeing, or who suffer from diagnosed conditions.</p>	<p>Timetable ELSA drop-in slots each week during lunchtimes so pupils have access when needed.</p> <p>Timetable specific slots for individuals as part of the intervention provision.</p> <p>Liaising with parents where referrals on to other services are deemed appropriate.</p>	<ul style="list-style-type: none"> There are risk factors for mental health issues affecting 36% of the PP group with the majority in KS2. The school has three trained Emotional Literacy Support Assistants (ELSAs) who are trusted by the pupils, including one trained in dealing with bereavement, Children find it easier to talk about their worries on a one to one basis and as they occur. 	<ul style="list-style-type: none"> The Mental Health Lead will review provision regularly. SENDCo will commission any additional training arising from the types of issues raised. 	<p>Mental Health Lead SENDCo</p>	<p>December 19 March 20 July 20</p>
<p>To improve attendance rates of PPG pupils</p>	<p>Letters will be written to the parents of targeted pupils whose attendance fell below 93% in 2018-19 outlining a staged</p>	<p>Of the PP pupils at the end of July 2019, 40% had attendance below the National Average of 96%. 23% of this group had attendance below</p>	<p>This initiative will be built in to the School strategic plan and the Headteacher will be</p>	<p>Headteacher</p>	<p>Oct 19 Dec 19 Feb 20</p>

<p>below 93% attendance.</p>	<p>approach. Stage 1: Target setting at 96% for all pupils. Stage 2: Attendance panel (including governors) Stage 3: 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>90% and were therefore persistent absentees. This has had a significant impact on attainment and progress. 45% of PP pupils were not secure in Age Related Expectations (ARE).</p> <p>Target: 75% of pupils below 93% 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>responsible for implementation and review.</p> <p>Progress will be reported to Governors.</p> <p>The impact on pupil outcomes will be reviewed in the summer term 2020.</p>		<p>Apr 20 May/June 20 July 20</p>
Total budgeted cost					£ 2,900
<p>In addition to the actions outlined above, the school annually contributes using PP funding to the emotional health and wellbeing of pupils by enabling them to participate in paid extra-curricular activities and visits. The amount spent each year varies dependent on how many pupils require financial support and how many activities this involves.</p>					
Total budgeted cost					£2,000 – £3,000

Review of expenditure: Previous Academic Year 2018-2019																			
<p>Reception class have access to support from a Higher level teaching Assistant (HLTA) for morning sessions for the delivery of Maths and English and afternoon support from a Level 3 TA to deliver interventions and 1:2:1 programmes.</p>																			
<p>Impact Pupils in receipt of EYPP funding performed better than their peers nationally. The gap between PPG and NPPG in school, at 10%, is narrower than the gap nationally, of -17%.</p>																			
<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4" style="color: green;">Achieving GLD</th> </tr> <tr> <th colspan="2" style="color: blue;">School</th> <th colspan="2" style="color: green;">National 2017</th> </tr> <tr> <th style="color: blue;">PPG</th> <th style="color: blue;">NPPG</th> <th style="color: green;">PPG</th> <th style="color: green;">NPPG</th> </tr> <tr> <td>83%</td> <td>73%</td> <td>57%</td> <td>74%</td> </tr> </table>				Achieving GLD				School		National 2017		PPG	NPPG	PPG	NPPG	83%	73%	57%	74%
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<p>Impact:</p> <ul style="list-style-type: none"> 62% of the PP pupils in these classes reached secure (ARE) in English and 65% in Maths. In English 14% reached greater depth. Of the remaining children 31% were developing with elements of secure. 																			
<p>Inspire Maths will be rolled out to the Year 3/4 class.</p> <p>Impact:</p>																			

- The Maths Co-ordinator who teaches in the Year 4/5 split class found that pupils are now more secure and fluent in basic number skills, they are confident with their reasoning as a consequence of greater understanding.
- Of the pupils who did not have significant learning difficulties and therefore a bespoke curriculum, 57% reached secure (ARE) and 66% of the children who were assessed as developing had secure elements. Analysis of the areas still identified as developing has informed actions in the 2019-20 strategy outlined above.

To address 'on entry' areas of inexperience to continue to narrow the gap earlier by developing EYFS provision for two year olds.

Impact:

- The data for on entry to Nursery indicates a clear division between children eligible for 30 hours 3 year old places and those who were able to access funded places in 2 year old provision. However, they are closely banded together and the distribution is not so wide in many areas ranging from 22-36 Developing to 30-50 Developing. This work will continue into 2019-20 and the data will again be analysed and used to develop further actions.