



Stakeford Primary School

Pupil premium strategy statement

1. Summary information

School	Stakeford Primary School				
Academic Year	2020-21	Total PP budget	£63,180	Date of most recent PP Review	N/A
Total number of pupils	139	Number of pupils eligible for PP	43 (sept 20)	Date for next internal review of this strategy	Jan 21

2. Current attainment *Due to the cancellation of 2020 KS2 SATs the most recent published data from July 2019*

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 *(issues to be addressed in school, such as poor oral language skills)*

Analysis of data in school indicates the following:

- 35% of PP pupils are also on SEN register (2 September 2020);
- Following national lockdown, in September 2020 65% of PP pupils were assessed as returning below ARE in reading.
- Following national lockdown, in September 2020 65% of PP pupils were assessed as returning below ARE in maths.

External barriers *(issues which also require action outside school, such as low attendance rates)*

Monitoring exercises carried out by senior leaders indicate the following:

- 37% of PP pupils have exposure to adverse childhood experiences and are at greater risk of developing mental health issues.
- 46% of PP pupils had attendance below 95%, and 16% of this group were below the PA threshold before lockdown.

4. Planned expenditure					
Academic year	2020-21				
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 to facilitate catch-up following the national closure of schools during the global pandemic	An additional teacher will be employed for one year to facilitate the return to single age classes in KS2 where there are a higher concentration of PP pupils.	Levels of engagement for PP pupils who were learning remotely during the pandemic were varied. Senior Leaders felt that a catch-up programme when schools fully reopened would be more effective with single age classes, with smaller teacher:pupil ratios.	The Headteacher and Senior Management team will analyse data to ensure that progress is good for all pupils and that PP pupils are benefitting and progressing as well as their NPP peers.	Headteacher	December 2020 March 2021 July 2021
	To target additional support to boost early reading and phonic catchup in KS1. Experienced KS1 and EYFS classroom support staff will work within the KS1 classrooms in the morning and provide additional interventions for groups in the afternoons.	Data in Early September indicated that pupils in Year 1 and 2, who were in the early stages of reading were affected most by the pandemic closure and very few returned when they could on June 1. In both classes there are groups of PP pupils who are struggling to retain phonic knowledge and in order to recall information need 'over teaching' using the same method. Sessions will be delivered by experienced staff.	The Headteacher will monitor the outcomes for PP pupils within the target groups.	Headteacher	December 2020 March 2021 July 2021
Total budgeted cost					£51,265

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	Pupils will continue to benefit from teacher and TA led interventions to support with basic skills including: <ul style="list-style-type: none"> • Lexia (reading) • Read, Write Inc • Daily reading • Phonics (KS1) • Small group support • Action Words • Wordblaze • 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 20 March 21 July 21
To increase opportunities for disadvantaged pupils to work at greater depth	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"> • 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. <p>During the Covid-19 pandemic, these may take the form of home or class based challenges.</p>	<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	March 21 July 21
Total budgeted cost					£3000-5000

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?
To provide support for those children whose circumstances pose a risk to their mental health/wellbeing, or who suffer from diagnosed conditions.	<p>There will be timetabled specific slots for individuals as part of the intervention provision. This will be based on teacher assessment of affects relating to the lockdown and for those pupils highlighted by Operation Encompass/under social care plans. To facilitate this there is an ELSA in each 'bubble'.</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 37% of the PP group. 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</p> <p>SENDCo</p>	<p>December 20</p> <p>March 21</p> <p>July 21</p>
Total budgeted cost					£ 2,900
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. In 2020- 21 no residential visits will take place unless Covid-19 restrictions are lifted before the summer term.					
Total budgeted cost					£2,000 – 4,000

Review of expenditure: