



# Stakeford Primary School

## Pupil premium strategy statement and Review

### 1. Summary information

<b>School</b>	Stakeford Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£83,980	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	135	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	Jan 19

### 2. Current attainment *The following is unvalidated data published in October 2018, National data is 2017*

<b>Key Stage 2</b>	<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>	21.4%	67%
<b>% achieving in reading</b>	35.7%	77%
<b>% achieving in writing</b>	57.1%	81%
<b>% achieving in maths</b>	42.9%	80%

### 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:

- 47% of PP pupils are also on SEN register.
- On entry data to EYFS indicates inexperience in numerical skills, reading, writing, speech and Language, understanding
- 52% of all PP pupils have experienced (long and short term) challenges to their emotional wellbeing.

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

Monitoring exercises carried out by senior leaders indicates the following:

- For 38% of PP pupils, there is little evidence of home support with regular reading and/or homework.

4. Planned expenditure					
Academic year	2018-19				
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 from a Higher level teaching Assistant (HLTA) for morning sessions for the delivery of Maths and English.  Reception will have afternoon support from 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 2017/18 spending at the end of this report.	The Headteacher and Early Years Management team will monitor and discuss individual pupil progress each term.  School will request a monitoring visit from the EYFS team at the Local Authority.	EYFS Manager	December 2018 March 2019 July 2019
	Pupils in the Year 1 and Year 2 classes 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.	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 2018 March 2019 July 2019
	Inspire Maths will be rolled out to the Year 3/4 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.	The Maths Co-ordinator will ensure relevant staff are trained and updated through staff meetings.  The Maths co-ordinator will monitor implementation through lesson observations, looking at planning and pupil work books.	Maths Co-ordinator	December 2018 March 2019 July 2019
Total budgeted cost					£32,125

## 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?
<b>Early intervention to continue for pupils not working at age related expectations in Writing and Maths</b>	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>	<ul style="list-style-type: none"> <li>The Headteacher will monitor planning and delivery of these sessions ensuring that time is set aside.</li> <li>Staff will have the target groups identified during pupil progress discussions.</li> <li>The SMT will analyse the autumn term data to monitor the impact.</li> </ul>	Headteacher	December 2018 March 19 July 19
<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 KS2 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.</li> <li>The 'Singapore Bar' method is based on approaching Maths using the mastery technique.</li> </ul>	<ul style="list-style-type: none"> <li>The Maths Co-ordinator will monitor the effectiveness of this approach via lesson drop-ins, planning and work scrutiny exercises. talking to pupils and data analysis with the SMT</li> </ul>	Maths Co-ordinator	December 18 March 19 July 19
<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.</li> <li>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>	<ul style="list-style-type: none"> <li>Progress of pupils receiving specific interventions is reviewed by the Special Educational Needs Co-ordinator (SENDCo)</li> </ul>	SENDCo	December 18 March 19 July 19

<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.</li> <li>Changing the context of the activities will encourage some less confident children to explore and experiment, developing resilience and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Co-ordinators will ensure there is at least one extra-curricular activity with a greater depth focus provided during the year.</li> <li>The Headteacher will overview provision.</li> </ul>	Headteacher	March 19 July 19
<b>To improve engagement in reading at KS2I</b>	Review current reading provision and work with staff and pupils to identify resources/an approach to improve engagement with texts.	<ul style="list-style-type: none"> <li>Progress and attainment in reading have not improved significantly in the last two years and boys in particular are reluctant readers and choose not to read for pleasure.</li> <li>A review of the school reading scheme and resources suggest that it is not meeting their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be involved in each stage of the process.</li> <li>Resources will be trialled and reviewed for impact.</li> </ul>	English Co-ordinator	March 19 July 9

**Total budgeted cost** £20,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>To address 'on entry' areas of inexperience to continue to narrow the gap earlier.</b>	To develop EYFS provision for two year olds.	<ul style="list-style-type: none"> <li>Pupils from disadvantaged backgrounds, frequently come in to nursery provision below age related expectations in key areas. They are then set at a further disadvantage since the introduction of the 30 hour provision for children of working parents, which will widen the gap further.</li> <li>Providing sessions for children in receipt of a golden ticket will enable them to access additional learning experiences earlier.</li> </ul>	The EYFS team will liaise with other settings and the Local Authority Team	EYFS Manager	December 18 March 19 July 19

<b>Total budgeted cost</b>		£ 25,805
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.		
<b>Total budgeted cost</b>		£2,000 – £4,500

The remaining £1,550 funding will be allocated as the year progresses.

## Review of expenditure:

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.

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%.

Achieving GLD			
School		National 2017	
PPG	NPPG	PPG	NPPG
83%	73%	57%	74%

Pupils in the Year 1 and Year 2 classes have additional classroom support during the teaching of English and Maths.

Impact:

- 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.

Inspire Maths will be rolled out to the Year 3/4 class.

Impact:

- 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.