



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 *The following is unvalidated data published in September 2019, National data is 2018*

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:

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

Monitoring exercises carried out by senior leaders indicate the following:

- 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.	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. There are potentially fewer than three eligible pupils in this group one of whom is on the inclusion wheel.	The Headteacher and Early Years Management team will monitor and discuss individual pupil progress each term.	EYFS Manager	December 2019 March 2020 July 2020
	Pupils in the Year 1 and Year 2 classes have additional classroom support during the teaching of English and Maths. 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.	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: <ul style="list-style-type: none">• Pre teaching;• Over teaching;• Application of skills in different contexts;• Guided work on specific gaps based on assessment; The teacher in Year 2 is new to the Year group and will benefit from a more experienced support assistant.	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

Early intervention to continue for pupils not working at age related expectations in English and Maths	<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. 	Headteacher	December 19 March 20 July 20
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Total budgeted cost £20,800

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>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. 	Mental Health Lead SENDCo	December 19 March 20 July 20
To improve attendance rates	<p>Letters will be written to the parents of targeted pupils whose attendance fell</p>	<p>Of the PP pupils at the end of July 2019, 40% had attendance below the National Average of</p>	<p>This initiative will be built in to the School strategic plan and</p>	Headteacher	Oct 19 Dec 19

<p>of PPG pupils below 93% attendance.</p>	<p>below 93% in 2018-19 outlining a staged 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>96%. 23% of this group had attendance below 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>the Headteacher will be 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>Feb 20 Apr 20 May/June 20 July 20</p>
<p>Total budgeted cost</p>					<p>£ 2,900</p>
<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>					
<p>Total budgeted cost</p>					<p>£2,000 – £3,000</p>

Review of expenditure

There is no end of Year data for the academic year 2019-20 due to the lockdown closure arising from Covid-19. The following information indicates the position when schools closed to the majority of pupils in March 2020.

Quality teaching for all:

Reception class have access to support to additional classroom support for Maths and English

- The data snapshot collected at the beginning of the Spring term, prior to lockdown, indicated that there were five eligible pupils (20% of the class) and 100% were on track to achieve the ELG.
- The data snapshot taken in September 2020 when the whole school returned indicated that progress in Maths was at expected levels for the majority of the group, there was a significant issue with reading, this resulted in additional phonic catch-up sessions in Autumn 2020.

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

- The data snapshot taken before the Spring term lockdown closure indicated that of the pupils in Year 2 in receipt of PP funding, 80% were on track to reach age related expectations in Reading and in Maths.
- The data snapshot taken before the Spring term lockdown closure indicated that of the pupils in Year 1 in receipt of PP funding, 67% were on track to reach age related expectations in Reading and 100% in Maths.

Targeted Support

To continue to provide specific interventions for SEN/PP pupils who experience difficulties in English and Maths. Early intervention to continue for pupils not working at age related expectations in English and Maths

1. In the Autumn and Spring terms 60% of the children participating in the interventions listed above were pupil premium. Interventions are reviewed regularly and where there were not additional attendance issues, children were making progress as a result in the skills targeted.

Other Approaches

To improve attendance rates of PPG pupils below 93% attendance.

- 6 pupil premium pupils were identified as having attendance below 93% in the 2017-18 academic year. 50% of this group were persistent absentees. The average attendance for this group was 88%. By March 20th the attendance for this group had increased to 91%.