

Stonebow Primary School Pupil Premium strategy statement

1. Summary information					
School	Stonebow Primary School				
Academic Year	2017-2018	Total PP budget	£69,960	Date of most recent PP Review	May 2015
Total number of pupils	307	Number of pupils eligible for PP	53	Date for next internal review of this strategy	May 2018

Current Attainment					
	Pupils eligible for PP Year 6 2017	Non PP Pupils Year 6 2016	National 'other' 2016	Pupils eligible for PP Year 6 (Target Summer 2018)	Non PP Pupils Year 6 (Target Summer 2017)
Pupils 'at expected or above' in Reading	50%	64%	71%	70%	75%
Pupils 'at expected or above' in Writing	10%	36%	76%	50%	68%
Pupils 'at expected or above' in Mathematics	30%	67%	75%	50%	75%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Development in language and communication on entry in EYFS.
B.	High proportion of PP children having additional learning needs, especially in Year 3 and Year 6.
C.	Difficulty in accessing the curriculum in class due to large gaps of knowledge.
D.	Some PP children not accessing additional targeted interventions due to difficulties getting to school early or staying until 4:15.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	To raise the attendance of all PP children as 39% are below 95% of attendance.
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure all PP pupils in EYFS leave with a secure base in all areas ready for year 1 or beyond.	Higher proportion achieve 'expected' or beyond in Language and Communication on EYFS profile and is in line with National or higher. This has Impact the following year which is seen by a higher proportion achieving the expected standard in Yr 1 phonics screening.
B.	Pupil Premium children in all years to make good progress and children in years 3 and 6 who have additional needs are also able to access different interventions – precision teaching, SEN Support plans – with smaller targets, ELSA, additional resources, Catch up Numeracy, RWI, Inference training. Assessment information is gathered to evaluate success and impact.	Pupils achieve targets set out in SEN support plans. Pupils gain confidence and independence to access quality first teaching alongside their peers. Attendance of all these pupils is high.
C.	Regular and robust tracking shows children are working towards the 'expected standard' and achieving expected standard in all three areas. They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics). Additional opportunities offered where appropriate eg. music lessons, booster lessons support, interventions, sport, Grammar school 'taster sessions' etc	Pupils maintain progress and achieve high standards throughout all year groups. To reduce the gap compared to national.
D.	Parents collaborate and share transport. Siblings are invited to stay in school to support parents.	An increase in PP children attending breakfast club and other targeted interventions.
E.	Improve the attendance of PP children – every moment counts.	To reduce the number of children with an attendance below 95%. Current low attendance of PP children 21/53

4. Planned 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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To ensure all PP pupils in EYFS leave with a secure base in all areas ready for year 1.	Staff training on the intervention of Talk Boost.	The levels of speech and language of children starting EYFS is at a lower level. There is evidence of this intervention having an impact on learning. Existing staff with the training are leaving the school. Evidence suggests that early years' intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress.	Autumn term – to use coaching and lesson observation of existing staff. Spring Term – New staff to be trained. Half termly observations and tracking of the resource being used by the SLT, tracking of our lower attainers. Providing enough adult support for the interventions to take place. Spring Term monitoring.	MD BM	Jan 18 Feb 18 April 18 May 18 July 18
A.	All staff to provide quality first teaching with good	Many different evidence sources, e.g. EEF Toolkit suggests high quality feedback and	To review the data of the Pupil premium children making progress in	SMT	At pupil progress meetings at the end of each term.

<p>To ensure all PP pupils in EYFS leave with a secure base in all areas ready for year 1.</p>	<p>questioning with support as required by all children within EYFS.</p>	<p>questioning is an effective way to improve attainment, and is an approach we can embed across the Early Years.</p>	<p>line with non-pupil premium children termly through Pupil Progress meetings.</p>		<p>HT – Strategies evident through termly lesson observations.</p>
<p>B & C Pupil Premium children in year 3 and 6 with additional needs make good progress and access different interventions.</p> <p>They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics).</p>	<p>Whole school focus on Teaching & Learning. To effectively differentiate all lessons so that the more-able pupils are being challenged and the Lower ability including SEN are challenged too.</p> <p>Whole school training on differentiation and lesson studies to move learning on.</p>	<p>By focusing on all groups of children in every lesson will allow all pupils to progress. Differentiation is provided to support all children through the quality first teaching.</p>	<p>Providing staff with CPD during staff meeting times in the Spring and Summer Term. Lesson Study opportunities. Lesson Observations. Book Scrutiny.</p>	<p>SMT</p>	<p>Termly</p>
<p>C. They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, Mathematics).</p>	<p>Effective marking and feedback to learning. Staff making sure pupil premium children's books are marked first. Teachers providing regular NTT and NS through marking. Pupils know how to improve their work with the adult support given.</p>	<p>Qualitative and effective feedback is an immediate and effective way to improve attainment. There is immediate response to children's learning and children are challenged with NS and NTT tasks.</p>	<p>Monitoring the schools marking policy through book scrutiny. Regular monitoring of the children's progress.</p>	<p>SMT</p>	<p>This will be ongoing and monitored regularly through fortnightly and half termly meetings with phase group leaders and PP coordinator.</p> <p>HT and phase group leaders will monitor this through pupil progress meetings.</p>
<p>C. They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics).</p>	<p>To provide LSA support in every classroom.</p>	<p>To provide a smaller adult to child ratio within every class. Class teacher to deliver targeted quality first teaching with the use of another adult. This has been successful in previous years, especially when giving 1:1 feedback to children about their learning.</p>	<p>Lesson observations. Learning walks. Scrutiny of Provision maps with books. Pupil Progress meetings with class teachers. Half termly meetings with the PP coordinator.</p>	<p>HT DHT PP Coordinator Subject leaders.</p>	<p>Termly</p>

C. They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics).	Talk for writing. RRI Active grammar Alan Peat – How to enhance sentence structures. TT Education professional Development T & L ideas.	EEF research has demonstrated that Talk for Writing has a positive impact on outcomes.	All classes using quality text which will ensure writing tasks will be purposeful. Writing skills taught through team planning. Regular Pupil progress meetings to evaluate the impact of new strategies used in classes.	English coordinators	Termly
Total budgeted cost					£51 000
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?
C. They are challenged through quality first teaching to achieve the expected standard in more than one subject, Mathematics	To deliver Catch up Numeracy to children who are working towards the expected standard in their year group within KS2.	This is an evidence based intervention which shows higher results of progress over a period of time.	LSA timetabled to assess and work on a 1:1 with individual children 2X weekly.	BM	Termly Monitoring of ongoing assessments.
C. They are challenged through quality first teaching to achieve the expected standard in more than one subject. Reading & Writing	To train 2 members of staff to deliver the Catch Up Literacy programme to support the QFT. This will enable teachers to support children in their gaps.	This is an evidence based intervention which shows higher results of progress over a period of time.	Release the adults to attend training. Interventions timetabled into the working day during the afternoons for KS2 trialled. Provision Maps, learning walks.	English leader PP coordinator	Spring Term Observations Summer Term
C. They are challenged through quality first teaching to achieve the expected standard in more than one subject Reading	Reading Inference Intervention for children who have a low ability in reading comprehension. (Years 5 & 6)	This is an evidence based intervention which shows higher results of progress over a period of time.	LSA's in years 5 & 6 to be timetabled to carry out the intervention weekly. Provision found in class provision maps. Results in assessments can see the evidence of progress.	BM	Termly review on children accessing this intervention.

C. They are challenged through quality first teaching to achieve the expected standard in more than one subject. Reading & Writing	Read, Write, Inc. intervention with lower ability children in from year 2 to year 4.	This will provide children with another opportunity to learn their phonics who may have struggled in Year 1. It will also determine whether another strategy is required.	Year 2 children will access this within their English lesson (Extra adult LSA support provided) Years 3 & 4 are provided with RWI during Key Skills in the Autumn and Spring Term.	CL JM	Termly review of progress within RWI and how the children are transferring their learning in their independent writing.
---	--	---	---	----------	---

Total budgeted cost £10 750

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?
C. Additional opportunities offered where appropriate eg. music lessons, booster lessons support, interventions, PE, Grammar school 'taster sessions' etc	To support individual children financially in order to allow them to experience enrichment activities.	To provide the children with wider opportunities in order to allow them to flourish in other areas outside the curriculum. To raise children's self-confidence and self-esteem and help to build their aspirations.	To work with the business manager. PP Coordinator to monitor the provision all children have.	PP Coordinator	Summer Term.
C. Additional opportunities offered where appropriate.	Breakfast Club to be offered to all Pupil Premium Pupils on a rota. Breakfast provided. Targeted activities undertaken with a focus on fluency: spellings, times tables and reading.	Breakfast is provided so all children are ready to learn at the start of the school day. Children are provided with a personalised target to focus on during the half term where a learning gap has been identified.	Monitor the children who are invited to the breakfast club. Class teachers provide the learning for each individual child.	PP coordinator All class teachers.	The progress will be monitored throughout the half term the child spends at the Breakfast club. The progress will be see within the end of term assessments and reviews.
C. Additional opportunities offered where appropriate.	Financial support for educational visits and residential trips.	Families being support so that all children have the opportunity to take part in enrichment activities in and outside the school day.	To monitor the financial support given with the business manager.	JB BM	Ongoing monitoring
C. Regular and robust tracking shows children are working towards the 'expected standard' and achieving expected standard in all three areas.	2 X LSA staff are timetabled in the afternoons to support children through ELSA programme.	Evidence suggests that improvement in self-confidence and self-esteem will then support the progress children make in their learning.	2 X LSA staff are timetabled within the provision maps to work with targeted child.	BM	Ongoing review with all relevant adults working with the children working within the programme.

D. Parents collaborate and share transport. Siblings are invited to stay in school to support parents.	Parental engagement developed and promoted through an open door policy. Support provided to parents if there are barriers for their children to attend opportunities at school outside of the schools working day.	We want to build a strong working relationship with all children and parents. There may ways in which the school can support families in order for them to access a variety of opportunities.	Ongoing with relevant staff if the child is in their class.	All staff PP Coordinator	Ongoing Fortnightly and half termly meetings with class teachers and the PP coordinator on progress and barriers to children's learning.
E. Improve the attendance of PP children – every moment counts.	Every moment counts. Rigorous approach to monitoring from class teachers to office staff. Positive attendance certificates given at the end of each term.	Research shows that regular attendance has a direct impact on achievement.	A clear system in place understood by all staff. Attendance monitored by the office on a weekly basis. Termly certificates given to pupils.	HT PP coordinator	Ongoing Dojo and house points
Total budgeted cost					£9250

5. Review of expenditure				
6.				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The gap in attainment between Pupil Premium and Non Pupil Premium pupils in Reading, Writing and Mathematics is reducing.	BM to monitor and evaluate all Pupil Premium provision, funding and support.	The results improved from the previous year The results of the year 6 children: Reading 74 % all, 45% PP Writing 72 % all, 55% PP Maths 81 % all, 55%PP Attendance for Non-PP children – 96.3% Attendance for PP children – 95.9%	Monitoring the progress over the year has been beneficial. The monitoring of the PP children needs to be monitored more regularly. Therefore, for the next academic year the PP coordinator will monitor the progress the children make in each class more regularly, tracking the progress with the provision with meeting monthly. This will allow targeted support to be out into place or changed earlier. Weekly monitoring of attendance of all children. The school will work with outside agencies to support families.	£6930

The progress data shows Pupil premium children making progress in line with non-pupil premium children.	All teachers provide quality first teaching and relevant interventions, differentiation and support as required within each class.	Reading All: -0.50 PP: -1.37 Writing All: -1.62 PP: -3.97 (Boys -2.55) Maths: -1.26 PP: 1:53	Continue to track progress data through Pupil Progress meetings. Use standardised assessments, Puma and Pira, to support in tracking. To work with another LPAP school to support in the Development of writing. (DH at Rendall Primary)	
Teachers providing regular NTT and NS through marking. Pupils know how to improve their work with the adult support given.	Effective marking and feedback to learning. Monitoring the schools marking policy. Staff making sure pupil premium children's books are marked first.	Children making progress by using the feedback from teachers regularly. Children responding daily to understand misconceptions.	Marking policy refined. SMT to make sure there is consistency of this approach across the school.	
Pupil Premium pupil's achievement is beginning to close the gap with national. At the end of the year there is a higher percentage of Pupil premium children achieving ARE in reading, writing and maths.	Pupil premium children identified in planning and Teacher/LSA to target specific needs with Maths and English.	Percentage reaching ARE 2016 Writing – 67% Reading – 33% Mathematics – 33% 2017 Writing – 55% Reading – 45% GD – 9% Maths – 55% GD – 18%	To continue and target the support with the use of classroom LSA's.	£29,455
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress of the selected Pupil Premium children in years 4 and 6 make above the expected progress by narrowing their gaps in Mathematical knowledge.	Mathematics Maths Catch-Up training for 2 X support staff in KS 2. Carla Noble Kimberley Halford Staff working with identified children 2 X 15 mins weekly.	Pre and Post data from the intervention available in school. Percentage reaching ARE 2016 Mathematics – 33% 2017 Maths – 55% GD – 18%	This was a successful intervention which the school has invested in. The softer targets achieved through this intervention was the self-confidence and self-esteem of children within the subject of Mathematics. CHILD KS “ I used to hate my Maths lessons but now I love them, especially the challenges”.	£4691

Progress made by individual children in year 6 in targeted areas.	Year 6 Maths Intervention support with BM Small group sessions with a targeted focus.	All children PP and Non-PP within the Maths group achieved the expected standard.	This targeted small Mathematics group to continue.	£3471
Progress of Pupil Premium children making better than expected progress in reading and writing.	Read, Write, Inc. intervention with lower ability children in years 3 & 4.	The children did not achieve the success criteria as it wasn't specific enough. A lesson learned for the next year.	The success criteria for this action should have been for children to narrow their gap in learning their phonics supporting them to read and write a collection of words. RWI to be carried out for the Autumn term and then evaluated as this method of learning may not be appropriate for these individual children.	£909
Year 1 phonics test results increase. Gap narrows (2016 23%) Year 2 end of KS results in reading and writing show the gap narrowing in Pupil Premium and Non-Pupil premium children.	Read, Write, Inc. to target Pupil Premium children.	2016 Phonics Tests All 79% PP 44% 2017 Phonics Tests All 87% PP 75%	A successful scheme of work. KS1 will continue to use the RWI provision.	£7594
Progress in communication and language of Pupil Premium children making better than expected progress.	One additional staff in FS every morning for 1 hour to provide support for speech and language. To use the Talk Boost scheme.	2016 Reading All 71% PP 33% Writing All 67% PP 33% PP, only 3 children in the cohort 2017 Reading All 80% PP 80% Writing All 70% PP 60% PP, only 5 children in the cohort	A successful intervention. FS will continue to use Talk Boost.	£2004

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance improves and children are ready to learn. Pupils given breakfast to improve readiness to learn. Closing the gap in individual's children's focus subject area.	Breakfast Club to be offered to Pupil Premium Pupils. Targeted activities undertaken with a focus on fluency: spellings, times tables and reading.	Attendance for Non-PP children – 96.3% Attendance for PP children – 95.9% The fluency activities supported the learning the children were involved with in class.	A successful provision which we will continue with. Many children are ready to learn when school starts when they attend the breakfast club. To use PE within these sessions.	£2114
Pupil Premium pupils have access to trips. Improved behaviour for learning and learning about the wider world.	Financial support for educational visits and residential trips.	An enriched curriculum provided to all.	To continue with this provision.	£3000
Pupil Premium pupils having the opportunity to learn a musical instrument and having opportunities to perform.	Financial support for music lessons.	Children who would like the opportunity to learn how to play an instrument having the opportunity. This has had an impact on confidence and children excelling in other areas of the curriculum.	To continue with this provision with the Arts Leadership Team.	£1000
Increase of Pupil Premium children on the programme with Self-esteem, self-confidence and attendance.	2 X LSA staff on ELSA training programme.	A very successful provision. This programme has allowed individual children to tackle areas which they are struggling with in order for them to be able to focus on their learning in class. Staff have observed a change in attitude and behaviour which has been modified over a period of time. Children are also recognising how this support is benefiting them as asking for a session. Providing children with responsibilities to help boost self-esteem. E.g. – Lunch time leaders	To continue with this provision.	£1000