



# **Pupil Premium Strategy Statement and Review**

*Stanstead Primary School*

*2018-19*



### 1. Summary information

<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	84 (45%)	<b>Total PP Budget</b>	£130,100
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### 2. Performance Indicators

<u>End of KS2 2017-18</u>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths			
Reading scale score	96.8	98.3	
GPS scale score	100.3	101.7	106.2
Maths scale score	97.3	99.5	104.4
Reading progress score	-4.99	-4.52	
Writing progress score	-5.66	-2.10	
Maths progress score	-4.33	-2.85	
Attendance			

### 3. Barriers to future attainment (for pupils eligible for PP)



<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Resilience for learning – the need to develop a growth mind set and confidence to aspire and be a self-motivated and independent learner.
<b>B.</b>	Ability to retain information and master content of the curriculum, to achieve age related expectations.
<b>C.</b>	Low starting points for our learners on entry to EYFS, particularly with speech and language.
<b>D.</b>	Emotional needs of our learners, who require small group or individual intervention.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance – persistent absentees
<b>F.</b>	Family concerns – violence/poverty/emotional wellbeing may affect supporting the school
<b>G.</b>	Parental engagement

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	The children will gain confidence in themselves and raise their aspirations.	PP children demonstrate a growth mindset. This will be monitored and evidenced through: Lesson observations (resilience, positive attitudes to learning, confidence) Pupil Voice/conversations Book reviews



<b>B.</b>	The gap between the progress of the Pupil Premium children and Non Pupil-Premium children will reduce with a particular focus on reading into writing.	Data will show there has been a significant progress in reading, writing and mathematics. This will be monitored through: Termly data inputting Pupil progress meetings Maths 'strand' assessments
<b>C.</b>	Language skills in Reception have developed enabling children to access the curriculum.	Book review shows an improvement in vocabulary choices. Termly data will show an improvement in Language development.
<b>D.</b>	The gap between the attendance of Pupil Premium children and Non Pupil premium children will continue to close.	End of year attendance figures will show pupil premium children have improved.



## 5. Planned expenditure

Academic year		2018-19			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in Reception make the same progress as Non PP pupils from their starting points	Member of staff (V.P) to work 5 half days for language boosters	<p>Low starting points when starting school – poor speech and language.</p> <p>The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p> <p>Overall, evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>Observations</p> <p>Book review</p> <p>Intervention Plans</p> <p>Assessment data</p>	S.L T.S P.V	<p>End of each half term when data is analysed.</p> <p>End of EYFS (data)</p>
Pupil premium children in Year 1 make at least expected progress over the year to meet ARE or above in Reading, Writing & Mathematics	<p>Yr1 Interventions</p> <p>Daily reading</p> <p>Extra phonics sessions</p> <p>Member of staff (J.S) to work 5 x ¼ day to read with children</p>	<ul style="list-style-type: none"> <li>• Low starting points when starting school</li> <li>• To narrow the gap between pupil premium and non-pupil premium pupils.</li> </ul>	<p>Monitoring of interventions books</p> <p>Assessment data</p> <p>observations</p> <p>Intervention plans</p>	T.S P.V	<p>End of each half term when data is analysed.</p> <p><b>COST: £15000 (Level 2 TA)</b></p> <p><b>COST: £19600 (Teacher main scale)</b></p>



<p>Pupil premium children in Year 2 make at least expected progress over the year to meet ARE or above in Reading, Writing &amp; Mathematics</p>	<p>Yr 2 Interventions Daily reading for Pupil Premium children</p> <p>Member of staff to provide booster sessions and reading (K.L). Half day x 5</p>	<p>Low starting points when starting school – poor speech and language. The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p>	<p>Monitoring of interventions books Assessment data observations Intervention plans</p>	<p>T.S P.V</p>	<p>End of each half term when data is analysed. End of KS1 (data)</p>
<p>Pupil premium children in Year 3 make at least expected progress over the year to meet ARE or above in Reading, Writing &amp; Mathematics</p>	<p>Yr 3 Interventions Daily reading for Pupil Premium children</p> <p>Member of staff to provide reading sessions for pupil premium children (A.T)</p>	<p>Low starting points when starting school – poor speech and language. The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p>	<p>Monitoring of interventions books Assessment data observations Intervention plans</p>	<p>M.W T.S P.V</p>	<p>End of each half term when data is analysed.</p>
<p>Pupil premium children in Year 4 make at least expected progress over the year to meet ARE or above in Reading, Writing &amp; Mathematics</p>	<p>Yr 4 Interventions Daily reading for Pupil Premium children</p>	<p>Low starting points when starting school – poor speech and language. The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p>	<p>Monitoring of interventions books Assessment data observations Intervention plans</p>	<p>M.W T.S P.V</p>	<p>End of each half term when data is analysed.</p>



<p>Pupil premium children in Year 5 make at least expected progress over the year to meet ARE or above in Reading, Writing &amp; Mathematics</p>	<p>Yr 5 Interventions Member of staff to provide reading sessions for pupil premium children (T.T) 5 x half day</p>	<p>Low starting points when starting school – poor speech and language. The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p>	<p>Monitoring of interventions books Assessment data observations Intervention plans</p>	<p>R.C.T.S P.V</p>	<p>End of each half term when data is analysed.</p>
<p>Pupil premium children in Year 6 make at least expected progress over the year to meet ARE or above in Reading, Writing &amp; Mathematics</p>	<p>Yr 6 Interventions Additional teachers within class  Small group sessions for specific pupil premium children (W.S) Half day x 5</p>	<p>Low starting points when starting school – poor speech and language. The percentage gap between PP and Non PP children in speech and language needs to be reduced. EEF has stated that small group interventions are effective and evidence has shown that they can add on average 4+ months of progress.</p>	<p>Monitoring of interventions books Assessment data observations Intervention plans</p>	<p>R.C.T.S P.V</p>	<p>End of each half term when data is analysed. End of KS2 (data)</p>
<p>All KS1 Pupil Premium children to make, at least, good progress in reading and writing.</p>	<p>Extra Phonics sessions (J.R)  Phonics and writing boosters (G.B)</p>	<p>We want to continue to narrow the gap between Pupil Premium and Non Pupil Premium children in phonics, reading and writing. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) . Teaching phonics is more effective on average than other approaches to early reading. (EFF).</p>	<p>Planning Termly data from phonics assessments</p>	<p>T.S P.V</p>	<p>End of term and end of year data</p>



All KS2 Pupil Premium children to make, at least, good progress in reading.	Reciprocal Reading (A.T)	We want to continue to narrow the gap between pupil premium and non pupil premium children in reading. Reciprocal reading focuses on the children's understanding of texts. On average, reading comprehension approaches deliver an additional six months' progress.	Monitoring of reading file Assessment data planning	M.W R.C.T.S P.V	End of term reading assessment data Outcomes for key stage 2
<b>Total budgeted cost</b>					
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? (including EEF)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Emotional social and mental support for pupil premium children when children are struggling emotionally.	ELSA  A trained adult to work with children and provide sessions according to need. (K.L)	We want to ensure that any social and emotional barriers are removed so all children are able to access learning effectively and therefore make good progress. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <small>EEF</small>	Monitoring of identified individuals books	T.S P.V	Half termly assessment tracking





<p>Small group support for children with complex behaviour and emotional needs.</p>	<p>Member of staff to work in a small group with children who find whole class learning a challenge. (W.S)</p>	<p>In order for our children to achieve academically, they need to feel safe, ready to learn and be calm.</p>	<p>Monitoring of identified individuals books</p>	<p>T.S T.T P.V</p>	<p>Half termly assessment tracking Observations</p>
<p>To have a key member of staff to oversee nurture provisions across the school, work in partnership with parents, health and social care to ensure children can access learning and thrive.</p>	<p>Family worker (T.T)</p>	<p>In order for our children to achieve academically, they need to feel safe, ready to learn and be calm. The family worker provides and plans a range of support mechanisms for children/parents to ensure that barriers to learning are reduced.</p>	<p>Monitoring of actions</p>	<p>T.S T.T P.V</p>	<p>Half termly discussions Feedback Pupil outcomes</p>



<p>Emotional, social and mental well-being is of high priority for school and the child. Children to feel happy to access learning and to make at least expected progress over a year.</p>	<p>Small group sessions: art, D&amp;T and gardening. (R.R)</p>	<p>It has been well researched that children experience a range of social and emotional difficulties which can manifest itself in a variety of ways. These may include becoming isolates, displaying challenging behaviour, anxiety, low self-esteem, disengagement from learning and an ability to challenge themselves through fear of failure. All of the above create barriers to learning and therefore create risk to successful learning.</p>	<p>Progress meetings Monitoring books</p>	<p>T.T P.V</p>	<p>Half termly assessment tracking Observations</p>
<p>Children have aspirations and self belief.</p>	<p>Member of staff to lead on aspiration in school. (K.M)</p>	<p>We want the children to believe in themselves and have aspirations within school and beyond.</p>	<p>Book review</p>	<p>T.S K.M</p>	<p>Pupil Voice Observations</p>



<p>To raise the profile of attendance within school, with the pupils and parents and to reduce the amount of persistent absences.</p>	<p>Prizes for 100% attendance Family worker to support families in getting persistent absence children into school. (T.T)</p>	<p>Research shows the dramatic negative impact that low attendance can have on progress within education.</p>	<p>Monitoring absences each half term</p>	<p>T.T T.S P.V</p>	<p>Tracking data of pupil premium children with low attendance records <b>Prizes £1000</b> <b>Polices/paper copies each term attendance £1000</b></p>
<p><b>Total budgeted cost</b></p>					
<p><b>Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice? (including EEF)</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>All children to have access to school uniform, including P.E kit and swimming kit where necessary.</p>	<p>Where required, pupil premium children can access free uniform from school.</p>	<p>We expect our children to be wearing correct uniform and want all children to access all P.E sessions. We want our children to feel proud and have a sense of belonging alongside their peers.</p>	<p>All Pupil premium children will have correct uniform.</p>	<p>T.S P.V</p>	<p>Half termly</p>
<p>To offer breakfast club for individuals, so they can arrive in lessons prepared for the school day.</p>	<p>Breakfast club to be provided to individuals at the beginning of the school day.</p>	<p>This is to ensure children have eaten a breakfast and have had a calm start to the day, in order to be ready for learning.</p>	<p>Observations on key children's start of day Liaising with CT</p>	<p>T.S P.V</p>	<p>Half termly</p>



To increase the engagement of parents in their child's school life	<p>Reading Wednesday – encourage parents to read with their child.</p> <p>Homework club for parents to attend with their child.</p>	<p>The percentage gap between PP and Non PP children in speech and language needs to be reduced.</p> <p>Evidence has suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. EFF.</p>	Monitoring of register (parents in school)	T.S P.V	Half termly
<b>Total budgeted cost</b>					

## 6. Review of expenditure

### 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
Pupils in Reception make the same progress as Non PP from their starting points.	Extra staff in Reception class to support PP and interventions groups when needed.	Our success criteria was: that teaching in Foundation is good or better to extend learning. The teaching in foundation was judged to be good or better throughout the year. The difference between PP and Non PP children achieving a good level of development was 35%.	We are going to further develop our practice by focusing on fluency in reading and linking that closely to writing, ensuring modelling of writing is regular.	£20000 (Level 2TA)



<p>Key stage 1 pupils are well supported with phonics and reading so they are able to maintain a good standard into Key Stage 2.</p>	<p>Extra member of staff to support daily reading and daily booster groups.</p>	<p>Our success criteria was: that outcomes for key stage 1 are at or above National Levels The difference between PP and Non PP children in reading achievement of EXP at KS1 was 19%. Outcomes for our pupils in reading was equal to national data for pupil premium pupils (62%), but not above national for non pupil premium pupils (79%)</p>	<p>Phonics and reading interventions will continue, however we will tighten our monitoring and tighten our targets for pupil premium children on a shorter term, which will be monitored more regularly.</p>	<p>£20000</p>
<p>Pupils in Key Stage 2 are well supported with reading to maintain or catch up to the age related levels – afternoon booster/pre teaching time built in to the timetable.</p>	<p>TA support in each class is used for booster from last year’s learning / support in class with this year’s learning and to support with pre teaching dedicated time.</p>	<p>Our success criteria was: targeted pupils will meet age related standards and be similar to national outcomes. The difference between PP and non PP children in reading achievement was 4%. Outcomes were below national in this subject.</p>	<p>Regular reading for PP children, allowed the children to make some progress in reading. We have identified that the children need to spend more time discussing their understanding and working on comprehension skills. Reciprocal reading will be used this year.</p>	<p>£24000 (Level 3)</p>
<p>Pupils in year 5 and 6 are boosted with 1:1 to ensure coverage of the curriculum is understood and applied and used to achieve age related or above levels of attainment.</p>	<p>1:1 and small group work in school and after school intervention.</p>	<p>Our success criteria was: Pupils catch up and are prepared for future educational demands – end of year data will show age related achievements Our end of year data, still shows a gap between pupil premium and non pupil premium children.</p>	<p>Year 5 and 6 boosters worked to allow children to make some progress, however we aim to ensure this has a greater impact and allow the children to make accelerated progress by tightening our planning and monitoring of interventions.</p>	<p>£24000 (Level 4)</p>



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Quality of teaching is good or better in all subjects.	Training for TA's on questioning in small groups Training in GPS for TA's to ensure quality outcomes.	TA's were given training, which developed their confidence in the teaching of GPS.	To further enhance the progress of learning, the TA's are provided with key questions to support teaching.	£300 (SLT time)
Children across are well supported in reading with appropriate resources available.	Each class to have 60 quality books.	60 books were available in each class for the children to read during accelerated reading time in school and take home.	Some of the books in school were challenging for the children, however we want to continue to expose the children to quality books suggest for each year group. A weekly comprehension will also be bought in where children will be supported in reading and understanding texts.	£2000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>PP are given the same enrichment opportunities as the others. Support families in need with Breakfast and Afterschool Club sessions if and when necessary, School Visits Paid, PE Kit provided.</p>	<p>Family worker to be vigilant with families and poverty and families in need of support. Offer training and support behaviour/home work and Get Back to Work Strategies.</p>	<p>Families, when needed, were provided with school kit or the provision of breakfast and after school club.</p>	<p>We will continue with this provision to support families in need.</p>	<p>£3000 Breakfast /After school club £300 training £500 resources</p>
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