Pupil Premium Strategy 2019/ 20- 2022/ 23

Stanstead Nursery and Primary School

Review- 2020/ 21

Pupil Premium Leader- T. Smith
Pupil Premium Governor- D. Inglis

Summary information					
Total number of pupils	190	Number of pupils eligible for PP (£1320 per pupil)	84	Number of pupil eligible for PP+ (£2300 per pupil)	0
Total PP Budget for 2020/21	£93,720	Number of EY pupils eligible for PP	13	Total EY PP Budget	£3,926

1. Performance Indicators 2018/2019 DATA			
End of KS2 2018-19	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving expected standard in Read, Writing, Maths	50%	86%	71%
Reading scale score	104.5	105.2	105.5
GPS scale score	100.1	107.1	107.4
Maths scale score	100.6	104.9	106.1
Reading progress score	-0.12	-1.80	+0.2
Writing progress score	-5.68	-3.34	+0.2

Maths progress score	-4.31	-2.25	+0.3
Attendance	93.82%	93.11%	

Cohort Information 2020/ 21		
Characteristic	**Number of pupils**	**Percentage of cohort**
Boys	PP37/71 78/190	PP52% 41%
Girls	PP34/71 74/190	PP48% 39%
SEN	PP13/71 31/190	PP18% 16%
EHC	PP0/71 0/190	PP0% 0%
CLA	PP0/71 0/190	PP0% 0%
EAL	PP4/71 10/190	PP6% 5%

Whole school internal Barriers to learning
Lower aspirations and lack of belief for some of our pupil premium children, has lead to a gap between the attainment of Pupil premium and Non-Pupil premium children.
There can be lower starting points for our learners on entry to EYFS, particularly with speech and language, leading to a gap between the attainment for phonics and reading.
Some pupils have social and emotional barriers, which inhibit their readiness to learn.
Whole school external barriers to learning
Lower attendance levels than non-pupil premium children.
Parental engagement can sometimes be lower.

Priorities (teaching and learning, targeted academic support, and wider strategies		Success criteria
1	Low aspirations and lack of belief in themselves, leading to a gap in attainment between Pupil Premium and Non-Pupil Premium children.	• Quality first teaching is evident in all classrooms and challenges all children. • The gap between Pupil Premium children and Non-Pupil Premium children is narrowed: there is no more than 5% difference. • Children can talk about aspirations with confidence. • Children show resilience in their learning.
2	Low starting points for our learners on entry to EYFS, particularly with speech and language. .	• The percentage of pupil premium children in year 1 passing the phonics test will be in line with non-pupil premium children. • The percentage of pupil premium children achieving ARE in reading is in line with that of non-pupil premium children. • Classrooms are vocabulary rich with a range of quality texts available for children to read.
3	Some pupils have social and emotional barriers, which inhibit their readiness to learn.	• The number of children needing 1:1 or small group teaching is lowered. • Boxhall profiles are in place and show progress for all children. • Children receiving support in this area are showing academic progress.

4	Lower attendance levels than non-pupil premium children.	• **The gap between attendance rates between pupil premium and non-pupil premium children will have further narrowed.** • **A reduced rate in persistent absences will be seen through the change in attendance procedures.** .
5	Lack of parental engagement.	• **A higher proportion of parents engage with parents evening.** • **If a class bubble closes, a higher proportion of children engage with remote learning.**

Priority 1
Low aspirations and lack of belief in themselves, leading to a gap in attainment between Pupil Premium and Non-Pupil Premium children**.**

Overall Success Criteria
• The gap between Pupil Premium children and Non-Pupil Premium children is narrowed: there is no more than 5% difference. • Children can talk about aspirations with confidence. • Children show resilience in their learning.

Evaluating method for measuring progress against success criteria
Pupil discussions Pupil progress meetings Monitoring of books Half termly data Lesson observations (resilience, positive attitudes to learning, confidence)

Resource implication for priority 1- £38,5000
T.S leadership time Extra teacher cost TA cost

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Teaching and Learning CPD: Isabella Wallace T.S networking with T&L Leads T.S attending T&L networks	EEF - Ensuring a quality teacher is in front of the class is a key ingredient	Ongoing	T.S / SLT	Staff meeting time Non-contact time for monitoring / attend networks Training £1000	
Targeted booster groups	EEF- Evidence consistently shows the positive impact of targeted support	Ongoing	SLT	TA's time Cost of teacher PT 50% £15,000	
Year 6 children in smaller group every morning Accelerated progress for PP children	EEF research shows that smaller class groups have a positive impact on progress.	Sept-July	T.S/S.H/L/N	1 x extra teacher x 5 mornings per week Cost of teacher PT 50% £15,000	
Year 5 class 2 x teachers 1 morning per week	EEF research shows that smaller class groups have a positive impact on progress.	Sept-July	R.C/L. N	1 x extra teacher x 1 mornings per week Cost of teacher x0.2 £7,000	
Values stars	Research shows that children with a higher self-esteem and self-belief, achieve more.	October	SLT	Cost of values stars £500	

Priority 2
Low starting points for our learners on entry to EYFS, particularly with speech and language. Lack of exposure to a broad range of vocabulary.

Overall Success Criteria
- The percentage of pupil premium children in year 1 passing the phonics test will be in line with non-pupil premium children.   - The percentage of pupil premium children achieving ARE in reading is in line with that of non-pupil premium children.   - Classrooms are vocabulary rich with a range of quality texts available for children to read.

Evaluating method for measuring progress against success criteria
Reading progress – band movement in class reading folders **Learning walks** **Half termly and end of year reading data** **Half termly and end of year phonics data**

Resource implication for priority 2- £4000
TA costing

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Vocabulary walls	A vocabulary rich environment has a positive impact on outcomes for English.	Ongoing	R.C	N/A	
Language links to continue in year 1	Language links is proven to support a child's continued development.	Autumn term	M.C	H.L TA time Costing £1000	
Daily FFT reading to be in every year group.	EEF evidence shows that teaching reading comprehension strategies =8+months	Ongoing	R.C	FFT training	

| Phonics interventions year 1 / year 2 | EEF
A number of one to one programmes delivered by teaching assistants have been rigorously evaluated and shown to be effective. | Ongoing | M.C phonics lead
SLT monitoring | TA/teacher time

Costing 32000 | |

Priority 3
Pupils have social and emotional barriers, which inhibit their readiness to learn. **ELSA**

Overall Success Criteria
• The number of children needing 1:1 or small group teaching is lowered. • Boxhall profiles are in place and show progress for all children. • Children receiving support in this area are showing academic progress.

Evaluating method for measuring progress against success criteria
Data – to ensure ELSA is having a positive impact on attainment **Check behaviour logs** **Boxhall profiles**

Resource implication for priority 3- £43,000
Cost of ELSA **Cost of CASY counselling**

Key Actions/ Approach	**What is the evidence and rationale for this choice? (including EEF)**	**Timeline**	**Staff Lead**	**Resource Implication**	**Progress (Red, amber, green)**

To provide emotional social and mental support for pupil premium children when children are struggling emotionally. ELSA	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EFF EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support	Ongoing	W. S	ELSA afternoons Cost of 1 TA x 50% £8000	
To use Boxhall profiles	Boxhall profiles are shown to set individualised, achievable targets that reinforce target behaviour and skills, and in turn can improve progress in the classroom.	Autumn 2 onwards	S.H	SENDCO time monitoring	
1:1 support and small group support for children with complex behaviour and emotional needs.	In order for our children to achieve academically, they need to feel safe, ready to learn and be calm.	Ongoing	SLT	TA x 5 mornings TA full time TA full time Cost of 2.5 FT TA £31,000	
Counselling service	In order for our children to achieve academically, they need to feel emotionally ready.	6-week blocks	S.H	Counselling costs CASY counselling Cost of counselling £4000	

Priority 4
To improve attendance rates for Pupil Premium Children

Overall Success Criteria
• The gap between attendance rates between pupil premium and non-pupil premium children will have further narrowed.   • A reduced rate in persistent absences will be seen through the change in attendance procedures.

Evaluating method for measuring progress against success criteria
Regular PP and Non-PP attendance comparisons   **Attendance comparisons to national average**   **Half termly attendance comparisons of poor attenders**

Resource implication for priority 4- £2000
Family support worker/ELSA – non-attendance visits

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)
Target persistent absentees	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support	Ongoing	T.S / L. E	Deputy head time	
Regular monitoring of PP attendance and support put in place for PP families where necessary	Attendance is one of the most significant non-academic barriers to success.	Half termly	T.S	Deputy head time	

Following up of non-attendance to be more prompt and timely to ensure non-attendance only happens when absolutely necessary Family support worker visits if no contact.	Attendance is one of the most significant non-academic barriers to success.	Ongoing	T.S / A.T / W.S	Deputy head time 1.1.30 family worker time	
Remote learning to be put in place and communication if non engagement.		Ongoing	T.S / C. T		

Priority 5
Parental engagement – particularly during this time if remote learning is necessary

Overall Success Criteria
• A higher proportion of parents engage with parents evening. • If a class bubble closes, a higher proportion of children engage with remote learning.

Evaluating method for measuring progress against success criteria
Track number of parents attending parents evening Track number of children completing homework / reading records Track number of children engaging in home learning

Resource implication for priority 5- £6,000
Family support worker time Technology resources if needed (provided externally)

Key Actions/ Approach	What is the evidence and rationale for this choice? (including EEF)	Timeline	Staff Lead	Resource Implication	Progress (Red, amber, green)

| Family support worker to work with most vulnerable parents. | EEF Parental Engagement Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress. | Ongoing | SLT | TA time | |
| Class teachers will follow up non engagement:
-parents evening
-homework set
-remote learning | EEF Parental Engagement Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress. | Ongoing | SLT | CT time | |

Evaluation of 2019/ 20

Priority	Outcome
The children will gain confidence in themselves and raise their aspirations.	Soft data: Feedback from parents, who received counselling, tells us that this has had a positive impact on their child's wellbeing. Pupil discussions has resulted in feedback that ELSA support is valuable and supportive to their ability to focus more in class. To further impact, for this coming year, ELSA has had further training and teamed up with another TRUST – ELSA. Improved planning, monitoring and tracking to be put in place.
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.	Spring 2 data showed: Reading Writing Yr1 PP 40% NonPP72% PP 60% NonPP83%

	Yr2 PP 88% NonPP75% PP75% NonPP75% Yr3 PP54% NonPP63% PP 67% NonPP81% Yr4 PP57% NonPP73% PP 43% NonPP73% Yr5 PP54% NonPP90% PP 46% NonPP90% Yr6 PP73% NonPP 73% PP64% NonPP73%
Language skills in Reception have developed enabling children to access the curriculum.	29 children: In year 1, out of 11 pupil premium children, all but 1 were on track to pass their phonics screening. 3 of those were being targeted for support. 90% Non-PP 3 out of 18 83% During lockdown, teaching staff continued to provide daily phonics and reading activities.
The gap between the attendance of Pupil Premium children and Non-Pupil premium children will continue to close.	Attendance prizes were given for the first term for 100% attendance. Our attendance percentages prior to lock down are as below: 1/9/19 – 20/3/20 Pupil Premium = 94.11% 1/9/19 – 20/3/20 Non-Pupil Premium = 95.38% This shows that there remains to be a gap between pupil premium and non-pupil premium children. During lockdown, engagement of work was monitored. To further impact, for this coming year, a new tightened attendance policy had been actioned.