



Design adapted from the children of Stone C of E School

# Pupil Premium Strategy Statement

<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£22,100
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	16

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all children</i>
<b>% achieving age related expectations or above in reading, writing and maths at the end of KS2</b>	100%	64%
<b>% achieving age related expectations or above in reading</b>	100%	75%
<b>% achieving age related expectations or above in writing</b>	100%	78%
<b>% achieving age related expectations or above in maths</b>	100%	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	All pupil premium children make at least expected progress in reading, writing and maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>B.</b>	Attendance and lateness of disadvantaged pupils – Attendance 94.9% (non-PP 96.3%) – FSM children 94.5%, lateness 2.47% (non-PP 1.21%) - FSM children 1.79%
<b>C.</b>	Support with home learning
<b>D.</b>	Access to extra-curricular activities e.g. music lessons/clubs
<b>E.</b>	Wellbeing

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupil premium children make at least expected progress in reading, writing and maths.	To be at least equal to non-pp pupils in school making expected

		progress in reading, writing and maths.
<b>B.</b>	Increased attendance rates and reduced lateness for disadvantaged pupils.	To be at least equal to attendance of all non-pp pupils in school. To be no more than equal to the lateness of non-pp pupils in school.
<b>C</b>	Build positive relationships with parents in order to strengthen home-school links and ensure effective provision.	Termly contact between all parents and deputy head to discuss provision, progress and any barriers to learning. Provide extended parents evening in spring term to discuss progress. All children reach their targets.
<b>D</b>	Children in receipt of pupil premium funding have the same opportunities to attend extra-curricular activities, including clubs, trips and music lessons.	An increase in the number of children in receipt of pupil premium funding attending at least one club/music tuition.
<b>E</b>	Enhance the wellbeing of all disadvantaged children.	Children's wellbeing score improves from start of year to end of year questionnaire.

4. Planned expenditure					
Academic year	2018-2019				
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. All pupil premium children make at least expected progress in reading, writing and maths.	<p>Feedback – disadvantaged children to have quality marking at least twice a week and regular verbal feedback.</p> <p>Collaborative learning</p> <p>Focus group work in lessons – quality first teaching</p>	The Education Endowment Foundation found that feedback and collaborative learning were two of the most effective strategies for rapid progress in their Teaching and Learning toolkit.	<p>Ensure to communicate expectation to all staff.</p> <p>Monitor planning, books, teaching and termly data.</p> <p>Focus on feedback to disadvantaged children and collaborative learning during lesson observations.</p> <p>Pen Portraits to be updated termly for each pupil to track provision and progress.</p>	<p>Deputy head</p> <p>SLT during monitoring activities</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<b>Total budgeted cost</b>					N/A

<b>ii. Targeted support</b>					
<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>
A. All pupil premium children make at least expected progress in reading.	<p>Additional reading for disadvantaged children – 2x weekly</p> <p>Intervention for struggling pupils e.g. Rapid Reading</p> <p>Deputy head/English lead to lead booster groups where required.</p>	<p>Regular reading will enable children to practise more frequently, with trained staff to ask appropriate questions to challenge their thinking. This will be especially beneficial to children who have less support at home.</p> <p>The Education Endowment Foundation research emphasised that allocating the best teachers to disadvantaged children can have a huge impact.</p>	<p>Experienced TAs listening to children read and asking appropriate questions</p> <p>Staff leading to communicate with class teachers with regards to gaps in understanding/targets.</p> <p>Termly assessments to monitor progress and attainment.</p> <p>Pen Portraits to be updated termly for each pupil to track provision and progress.</p>	<p>Deputy head</p> <p>SLT during monitoring activities</p> <p>TA/s</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
A. All pupil premium children make at least expected progress in writing.	<p>Boys writing group – peer tutoring (KS1 and KS2 pupils)</p> <p>Writing booster groups led by deputy head where required</p>	<p>The Education Endowment Foundation found that collaborative learning and peer mentoring were two of the most effective strategies for rapid progress in their Teaching and Learning toolkit.</p> <p>Their research also emphasised that allocating the best teachers to disadvantaged children can have a huge impact.</p>	<p>Monitor books.</p> <p>Experienced deputy head leading writing booster groups</p> <p>Staff leading to communicate with class teachers with regards to gaps in understanding/targets.</p> <p>Termly assessments to monitor progress and attainment.</p> <p>Pen Portraits to be updated termly for each pupil to track provision and progress.</p>	<p>Deputy head</p> <p>SLT during monitoring activities</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>

A. All pupil premium children make at least expected progress in maths.	Catch Up Numeracy programme.  Maths booster groups led by deputy head for children who need a boost rather than intensive intervention.	Learners aged 6 - 11 who received Catch Up <sup>®</sup> Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months (a mean ratio gain* of 2.2).  EEF research emphasised that allocating the best teachers to disadvantaged children can have a huge impact.	TA delivering Catch Up Numeracy to have attended training last academic year.  Monitor books.  Termly assessments to monitor progress and attainment.  Pen Portraits to be updated termly for each pupil to track provision and progress.	Deputy head  TA  SLT during monitoring activities	Spring 1 interim review  Final review Summer 2
<b>Total budgeted cost</b>					£12,623.33
<b>iii. Other approaches</b>					
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. Increased attendance rates and reduced lateness for disadvantaged pupils.	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.  Monthly monitoring of attendance and lateness – challenge before it becomes persistent.  If a pattern is emerging, discuss alternative routines to provide additional support.  Deputy head to attend further training on Parent Contract Meetings October 2018.  Spring term extended parents meeting.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Deputy Head, head, office, class teachers etc. will collaborate to ensure school processes work effectively.	Deputy head	Spring 1 interim review  Final review Summer 2

<p>C. Build positive relationships with parents in order to strengthen home-school links and ensure effective provision.</p>	<p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p>	<p>The DfE report 'Review of Best Practice in Parental Engagement' states that:</p> <p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	<p>Deputy head to ring all parents personally to make appointments termly.</p> <p>Ensure communication with office is effective in order to ensure process is smooth for parents.</p> <p>Questionnaire to review procedure at end of academic year.</p>	<p>Deputy Head</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<p>D. Children in receipt of pupil premium funding have the same opportunities to attend extra-curricular activities, including clubs, trips and music lessons.</p>	<p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p> <p>Letter sent to parents informing of funding for music lessons and other chargeable clubs.</p>	<p>Children may miss out on extra-curricular activities if funding is a barrier.</p> <p>School trips are planned for in line with the curriculum in order to enhance learning.</p> <p>Extra-curricular activities such as clubs, music lessons and sport enable children to reach their potential in areas of interest and can enhance learning in other areas of the curriculum.</p> <p>The Sutton Trust/EEF Toolkit found evidence for artistic and creative opportunities being beneficial.</p>	<p>Deputy head to ring all parents personally to make appointments termly.</p> <p>Ensure communication with office is effective in order to ensure process is smooth for parents.</p> <p>Questionnaire to review procedure at end of academic year.</p>	<p>Deputy Head</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<p>E. Enhance the wellbeing of all disadvantaged pupils</p>					
<p>Pupils have appropriate school uniform.</p>	<p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p>	<p>All children are expected to wear school uniform – smart and appropriately sized.</p>	<p>Deputy head to ring all parents personally to make appointments termly to discuss barriers, provision and progress.</p>	<p>Deputy Head</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<p>All children are provided with a healthy lunch daily – support with school dinners where this is a barrier.</p>	<p>Termly contact with parents of children in receipt of pupil premium to discuss progress, provision and barriers.</p>	<p>A healthy, filling lunch contributes significantly to children's ability to learn.</p>	<p>Deputy head to ring all parents personally to make appointments termly to discuss barriers, provision and progress.</p>	<p>Deputy Head</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>

<p>Children and adults to be supported in their wellbeing in order to foster a healthy learning community.</p>	<p>Whole school wellbeing education – assemblies, education in class, clubs, workshops, newsletters and resources home.</p> <p>Buy a range of books for the library which promote wellbeing.</p> <p>Subscribe to wellbeing subscription package – ‘Brilliant Schools’.</p>	<p>EEF evidence states that on average, social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school. It also has an average overall impact of four months’ additional progress on attainment.</p>	<p>Deputy head to coordinate. Whole staff training. Plan for consistency across the school. Monitoring activities to ensure consistency – lesson observations, planning and book scrutiny, pupil questionnaires.</p>	<p>Deputy Head</p>	<p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<b>Total budgeted cost</b>					£9476.67

5. Review of expenditure				
Previous Academic Year		2017-2018		
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
A.Improve percentage of disadvantaged pupils achieving age related expectations in reading, writing and maths at the end of KS2	<p>Feedback – disadvantaged children to have quality marking at least twice a week and regular verbal feedback.</p> <p>Collaborative learning</p> <p>Focus group work in lessons – quality first teaching</p>	<p>All disadvantaged children met ARE in reading, writing and maths at the end of KS2 (100%).</p> <p>76% of total pupils met at least ARE in reading, writing and maths at the end of KS2.</p>	<p>These approaches were effective and will continue next academic year. We aim to increase this percentage next year.</p>	N/A
<p>B.Improve attainment of disadvantaged pupils in maths at the end of KS2</p> <p>C. Improve progress of disadvantaged pupils in maths at the end of KS2</p>	<p>Feedback – disadvantaged children to have quality marking at least twice a week and regular verbal feedback.</p> <p>Collaborative learning</p> <p>Focus group work in lessons – quality first teaching</p>	<p>All disadvantaged children met at least ARE in maths at the end of KS2 (100%).</p> <p>All disadvantaged children made at least expected progress in maths at the end of KS2 (100%).</p> <p>83% of total pupils met at least ARE in maths at the end of KS2.</p>	<p>These approaches were effective and will continue next academic year.</p>	N/A

<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>
A.Improve percentage of disadvantaged pupils achieving age related expectations in reading at the end of KS2	Additional reading for disadvantaged children – at least 2x weekly  Intervention for struggling pupils e.g. Rapid Reading  Deputy head/English lead to lead booster groups where required.	All disadvantaged children met at least ARE in reading at the end of KS2.	These approaches were effective and will continue next academic year.	£14,780.58
A. Improve percentage of disadvantaged pupils achieving age related expectations in writing at the end of KS2	Writing booster groups led by deputy head/SLT where required	All disadvantaged children met ARE writing at the end of KS2.	This approach was effective and will continue next academic year.	

<p>B. Improve attainment of disadvantaged pupils in maths at the end of KS2</p> <p>C. Improve progress of disadvantaged pupils in maths at the end of KS2</p>	<p>Catch Up Numeracy programme.</p> <p>Maths booster groups led by deputy head for children who need a boost rather than intensive intervention.</p>	<p>All disadvantaged children met at least ARE in maths at the end of KS2 (100%).</p> <p>All disadvantaged children made at least expected progress in maths at the end of KS2 (100%).</p> <p>83% of total pupils met at least ARE in maths at the end of KS2.</p>	<p>These approaches were effective and will continue next academic year.</p>	
<p>D. Increased attendance rates and reduced lateness for disadvantaged pupils, with a particular focus on FSM children.</p>	<p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p> <p>Monthly monitoring of attendance and lateness – challenge before it becomes persistent.</p> <p>If a pattern is emerging, discuss alternative routines to provide additional support.</p>	<p>Attendance and lateness monitored – any issues addressed by deputy/head.</p> <p><b><u>Attendance</u></b></p> <p><b><u>2017-2018</u></b> PP 94.75% (non-PP 96.55%) FSM children 95.61%</p> <p>We need to continue to close the gap between disadvantaged pupils and non-PP pupils.</p> <p><b><u>Lateness</u></b></p> <p><b><u>2016-2017</u></b> Lateness 4.73% (non-PP 0.83%) FSM children 6.95%</p> <p><b><u>2017-2018</u></b> Lateness 2.47% FSM children 1.79% All children 1.31%</p> <p>Data shows a decrease in lateness but we need to continue to close the gap.</p> <p>Some parents engaged with Deputy and conversations were effective in order to plan for appropriate support. Some parents did not engage with the offered support.</p>	<p>Deputy to continue to work to engage parents further next academic year.</p> <p>Attendance and lateness monitoring to continue.</p> <p>Deputy head to attend further training on Parent Contract Meetings October 2018.</p>	

E.Build positive relationships with parents in order to strengthen home-school links and ensure effective provision.	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.	Some parents engaged with Deputy and conversations were effective in order to plan for appropriate support. Some parents did not engage with the offered support.	Deputy to continue to work to engage parents further next academic year.	
<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>
Provide opportunities for enrichment including access to clubs, visits, music lessons and sport.	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.	A number of children were supported to attend visits through pupil premium funding – a number of parents who met with the deputy head at the beginning of the year agreed this arrangement. It was a challenge to engage all parents.	Deputy to continue to work to engage all parents of disadvantaged children. There are still a number of pupils eligible for PP who do not attend after school clubs – funding to be promoted further next year when clubs letters go out to parents. Letter to be sent home advertising music lessons to be funded next academic year.	£6,919.42
Pupils have appropriate school uniform.	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.	All children observed as having appropriate school uniform – where issues arose, school funded the purchase of this.	Deputy to continue to work to engage all parents of disadvantaged children. Continue to support with this next year.	
All children are provided with a healthy lunch daily – support with school dinners where this is a barrier.	Termly contact with parents of children in receipt of pupil premium to discuss progress, provision	All children observed as having suitable lunch each day - where issues arose, school funded this or addressed with parents.	Deputy to continue to work to engage all parents of disadvantaged children. Continue to support with this next year.	
Effective behaviour for learning for disadvantaged pupils.	Team Teach training for appropriate staff.	Team Teach training has given staff further confidence when dealing with behavioural barriers to learning, for all children.	Continue to implement next year.	
Disadvantaged pupils with English as an Additional Language make at least expected progress.	EAL training for teachers and teaching assistants. Resources to support	Training had to be rescheduled due to snow and therefore did not take place until the spring term. We put daily teaching strategies in place from the training and used an assessment grid and a welcome pack intervention for new arrivals. However, further intervention is needed.	We are implementing a new assessment system from September 2018 –assessments will be used to set targets. An experienced TA will be leading two EAL focused intervention groups p/week.	