



Design adapted from the children of Stone C of E School

Pupil Premium Strategy Statement

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| Academic Year | 2019-2020 | Total PP budget | £22,100 |
| Total number of pupils | 208 | Number of pupils eligible for PP | 15 |

| 1. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>National average for all children</i> |
| % achieving age related expectations or above in reading, writing and maths at the end of KS2 | 100% | 65% |
| % achieving age related expectations or above in reading | 100% | 73% |
| % achieving age related expectations or above in writing | 100% | 78% |
| % achieving age related expectations or above in maths | 100% | 79% |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | All pupil premium children make at least expected progress in reading, writing and maths. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| B. | Attendance and lateness of disadvantaged pupils – Attendance 94.17% (non-PP 96.53%) – FSM children 92.96%, lateness 3.13% (non-PP 0.72%) - FSM children 3.52% |
| C. | Support with home learning – particular focus on boys’ reading and writing – vocabulary, speaking and listening, access to books |
| D. | Access to extra-curricular activities e.g. music lessons/clubs |
| E. | Knowledge and cultural capital – aspiration, uniform, trips |

| 3. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils to make the progress increases of which they are capable. | All disadvantaged pupils make at least expected progress in reading, writing and maths. |
| B. | To improve attendance and punctuality of 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. |
| C | To improve outcomes for boys in reading and writing To ensure strategies for challenging the most able pupils in mathematics and writing are embedded in all classes across the school | All disadvantaged pupils to make at least expected progress. Disadvantaged children's vocabulary improves. |
| D | All disadvantaged pupils attend at least one extra-curricular club/activity e.g. music lessons, sports clubs | All children take part in a club or music lessons. |
| E | To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life | Children experience a whole curriculum – keep up not catch up focus in class, short group intervention only when necessary at carefully planned times. Disadvantaged children able to communicate their ambitions and what they need to do to achieve these. Disadvantaged children's vocabulary improves. All disadvantaged pupils to make at least expected progress. |

| 4. Planned expenditure | | | | | |
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| Academic year | | 2019-2020 | | | |
| 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. Pupils to make the progress increases of which they are capable. | <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. Use ‘pit stops’ to target children to ‘keep up’ not ‘catch up’.</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> |

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| <p>C.To improve outcomes for boys in reading and writing</p> <p>To ensure strategies for challenging the most able pupils in mathematics and writing are embedded in all classes across the school</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>Use of greater depth activities in all subjects.</p> <p>Use of vocabulary books in daily teaching.</p> <p>Regular opportunities for reading and writing across the curriculum.</p> | <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> <p>EEF state that improving pupils' language capability supports their reading and writing.</p> | <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> |
| <p>E.To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life</p> | <p>Create and introduce a progression of knowledge and skills for each subject</p> <p>Identify key skills and knowledge that we want children to remember in each topic</p> <p>Provide a clear end point for topics where pupils can embed and apply the knowledge and skills they have learned (enterprise/challenge day)</p> <p>Curriculum plan/ progression of knowledge and skills identifies what we want pupils to remember from each topic</p> <p>Create and introduce vocabulary progression for each subject by year group.</p> <p>Monitor progress in terms of knowing more (data),</p> | <p>Ofsted Inspection Framework 2019.</p> | <p>Ensure to communicate expectation to all staff.</p> <p>Monitor planning, books, teaching and termly data.</p> | <p>Deputy head</p> <p>SLT during monitoring activities</p> | <p>Spring 1 interim review</p> <p>Final review Summer 2</p> |

| | <p>remembering more (pupil interview/assessments) and being able to do more (evidence of work) Ensure all children access a full curriculum</p> <p>Use enterprise opportunities and challenge days to apply life skills</p> <p>Invite speakers in from a range of careers to share their experience and skills.</p> | | | | |
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| Total budgeted cost | | | | | N/A |
| 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? |
| A. All pupil premium children make the progress increases of which they are capable in reading. | <p>Additional reading for disadvantaged children – 2x weekly</p> <p>Develop and secure phonics using daily intervention – Reading Eggs</p> <p>Deputy head/English lead/trained teacher to lead booster groups where required.</p> <p>Staff coaches for most vulnerable children.</p> <p>Male role models.</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> |

| <p>A. All pupil premium children make the progress increases of which they are capable in writing.</p> | <p>Writing booster groups led by deputy head/English lead/trained teacher where required</p> <p>Building and using vocabulary logs used in daily lessons.</p> <p>Staff coaches for most vulnerable children.</p> <p>Male role models.</p> | <p>EEF research 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> |
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| <p>A. All pupil premium children make the progress increases of which they are capable in maths.</p> | <p>Sumdog used as daily intervention for struggling pupils.</p> <p>Maths booster groups led by deputy head/trained teacher for children who need a boost rather than intensive intervention.</p> | <p>Sumdog Effectiveness Study (Glasgow) Report states that students who spent 20 to 24 hours on Sumdog over the course of the study (on average 1 hour per week) experienced a proficiency improvement of 0.46 on average which is 46% of a level of the Curriculum for Excellence. This corresponds to a year and a half of school work.</p> <p>EEF research emphasised that</p> | <p>Monitor books.</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>TA</p> <p>SLT during monitoring activities</p> | <p>Spring 1 interim review</p> <p>Final review Summer 2</p> |
| Total budgeted cost | | | | | 13,521.02 |
| 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? |
| <p>B.Increased attendance rates and reduced lateness for disadvantaged pupils.</p> | <p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p> <p>Monthly monitoring of lateness and half termly</p> | <p>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.</p> | <p>Deputy Head, head, office, class teachers etc. will collaborate to ensure school processes work effectively.</p> | <p>Deputy head</p> | <p>Spring 1 interim review</p> <p>Final review Summer 2</p> |

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| | <p>monitoring of attendance – challenge before it becomes persistent.</p> <p>If a pattern is emerging, discuss alternative routines to provide additional support.</p> <p>If improvements are not seen after monitoring, seek external support.</p> | | | | |
| <p>D.All disadvantaged pupils attend at least one extra-curricular club/activity e.g. music lessons.</p> | <p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning. Discuss opportunities for clubs.</p> <p>Monitor all disadvantaged pupils taking part in at least one club.</p> | <p>Children may miss out on extra-curricular activities if funding is a barrier.</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> | Deputy Head | <p>Spring 1 interim review</p> <p>Final review Summer 2</p> |
| Total budgeted cost | | | | | 7625.92 |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-2019 | | |
| 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. 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> | All disadvantaged children made expected progress in reading, writing and maths at the end of KS2 (100%). | These approaches were effective and will continue next academic year. We aim to maintain this percentage next year. | N/A |
| ii. Targeted support | | | | |
| 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> | All disadvantaged children made expected progress in reading, writing and maths at the end of KS2 (100%). | <p>This will continue next year.</p> <p>Reading Eggs purchased at the end of the academic year in preparation for next year to support all pupils with comprehension skills and phonics focus for children who do not pass the phonics check.</p> | £17,719.62 |
| A. All pupil premium children make at least expected progress in writing. | <p>Writing booster groups led by deputy head where required</p> | All disadvantaged children made expected progress in reading, writing and maths at the end of KS2 (100%). | <p>This will continue next year.</p> <p>Widgits online purchased in order to further support SEN pupils, those with EAL and visual learners.</p> | |

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| <p>A. All pupil premium children make at least expected progress in maths.</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 made expected progress in reading, writing and maths at the end of KS2 (100%).</p> | <p>Catch Up Numeracy was time consuming (delivered 1:1) and less cost effective and impactful than booster groups led by trained teachers. We will continue to run teacher led boosters where required next academic year in addition to daily Sumdog, which provides personalised learning using ICT.</p> <p>Maths challenge cards purchased at the end of the academic year to continue to challenge the most able in daily teaching to make the progress increases they are capable of.</p> | |
| <p>iii. Other approaches</p> | | | | |
| <p>B.Increased attendance rates and reduced lateness for disadvantaged pupils.</p> | <p>Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.</p> <p>Half termly monitoring of attendance and monthly 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 of disadvantaged pupils –</p> <p>Attendance 94.17% (non-PP 96.53%) – FSM children 92.96%</p> <p>Lateness 3.13% (non-PP 0.72%) - FSM children 3.52%</p> <p>Attendance and lateness percentages were impacted by a small number of individuals, who were targeted and support put in place. Improvements were seen when support put in.</p> | <p>Next academic year, we will continue to monitor attendance half termly and lateness monthly. Where attendance of disadvantaged children does not improve, additional support will be put in place.</p> | <p>£4,380.38</p> |
| <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>All parents engaged with at least once this year to discuss provision and any concerns – parents easier to engage by telephone rather than face to face appointments.</p> | <p>Continue termly contact next year via telephone discussion.</p> | |

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| <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>60% of pupil premium children took part in music lessons this year, funded through school.</p> <p>77% of children surveyed attended school clubs this academic year.</p> <p>A number of children were supported to attend visits through pupil premium funding. Funding always used where required. A number of parents who engaged accepted support for the year.</p> | <p>Parents consulted via telephone in summer term – at least 73% will be having music lessons next year.</p> <p>Parents encouraged to accept pupil premium funding for paid clubs next academic year as well as encouraging children to attend non-paid clubs. Telephone discussions most effective to engage parents.</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>Pupils provided with school uniform where required. All pupils presented as smart and clean. Any concerns raised and resolved.</p> | <p>Continue next year.</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>Pupils provided with lunches where required. Any concerns raised and resolved.</p> | <p>Continue next year.</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>.</p> | <p>100% of pupil premium children surveyed strongly agreed/agreed that the school encourages them to look after their emotional and physical health.</p> <p>Children across the school observed to be more confident talking about their thoughts, feelings and actions in assemblies and daily school life.</p> | <p>Continue to embed next year.</p> | |