

Pupil premium strategy statement 2018

1. Summary information					
School	Stapleford Community Primary School				
Academic Year	2018/19	Total PP budget (*)	£30,360	Date of most recent PP Review	June 2018
Total number of pupils	192	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving or exceeding age related expectations in reading	17%	73%
% achieving or exceeding age related expectations in writing	17%	71%
% achieving or exceeding age related expectations in maths	17%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Children eligible for PP have tended to attain lower in Maths and English
B.	Poor Speech and Language / vocabulary skills
C.	Inequality of opportunity around enrichment to core curriculum offer through school
D.	SEN - in some cases complex SEN
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Poor attendance rates for pupils eligible for PP . This reduces their school hours and causes them to fall behind on average.
F.	Inconsistent support for learning within the home context
G.	Significant social and emotional difficulties including trauma <ul style="list-style-type: none"> ● low self esteem ● anxiety

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- behavioural issues leading to risk of exclusion
- time out of education
- low aspirations
- fixed mindset

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Differences in attainment for those eligible for pupil premium and those not, are diminishing.	End of year outcomes for eligible pupils have improved in relation to their peers.
B.	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and Year 3.	Pupils eligible for PP make rapid progress by the end of the year and are using an increasing range of vocabulary in speech and in their writing.
C.	Equality of opportunity to enriched curriculum.	Pupils eligible for PP attend high quality educational visits and activities. They demonstrate increased participation in activities such as clubs, including the opportunity to represent the school.
D.	PP Children with the additional barrier of special educational needs make good progress towards their personal targets.	Children with SEN's progress is consistently recorded and measured on support journeys. Their next steps are clearly planned for in class and through targeted interventions.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absenteeism among pupils eligible for PP
F.	Increased parental engagement for pupils eligible for PP. Children experience equal access to extra-curricular activities, including home learning.	Children access extra-curricular activities. Equality of access to out of school learning opportunities through parental engagement and opportunities offered in school.
G.	Equal levels of aspiration, self-esteem and positive learning behaviours in all children.	Pupil premium children make good progress in lessons. Support in place to support resilience and mental health of PP children. No difference between % of children in reflection room that are PP. and non-PP Children to demonstrate increased levels of motivation, confidence, sense of self worth and developing resilience.

5. Planned expenditure					
Academic year	2018-2019				
i. Quality of teaching for all					
Desired outcome	Chosen actions / 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. Differences in attainment are diminishing.	-Quality First Teaching and high expectations for all PP pupils. -Additional Teacher ½ day a week in Upper KS2 boosting Year 5/6 Maths. -Challenging and supportive Pupil Progress Meetings - half-termly for PP pupils.	-Data shows this area continues to need to be a focus. -QFT originates in the then DCSF's guide to personalised learning published in 2008 h	-Robust monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school. Use accurate data and knowledge of children to set challenging but achievable targets for all.	SLT	Termly review ½ termly pupil progress meetings
B. Equal levels of oracy to support learning for all children	Circle Times Participation in the HUB 'Vocabulary Project' for EYFS Major focus on vocabulary enrichment across the whole school	1. Speech and language focus and roll out of cpd (summer 2018) on vocabulary for all 2. Trust wide focus on vocabulary, following Chris Quigley's evidence of 'The Vocabulary Gap' that exists nationwide.	Termly CPD Sharing Good practice in Staff Meetings. Learning Walks INSET June 2018 and Sept 2018 Planning documents Vocabulary project with Bassingbourn and Prue/ Hub schools Working walls/ displays Provide staff with Word Aware resources. (£130)	SLT	Review in July 2019 termly
Total budgeted cost					£5000
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?

<p>A. Differences in attainment are diminishing.</p>	<p>Targeted interventions supporting maths, english, sensory and social needs.</p> <p>Booster Sessions for Y6 SATs.</p> <p>TA Support in Class</p> <p>Daily Reading</p> <p>-Third Space maths booster</p>	<p>Identified gaps in learning and academic barriers.</p> <p>EEF Toolkit says: “Individualised instruction involves...support at an individual level. All learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.” Recommendation from another school</p>	<p>Interventions to be monitored by SLT</p> <p>Baseline and Progress data to be received by SLT at the beginning and end of interventions.</p> <p>PP Interviews</p> <p>PP meeting</p> <p>Analysis session by session</p>	<p>CS / JH / AW</p>	<p>every 6-10 weeks</p> <p>Interventions £12,000</p> <p>1 x week for 4 pupils in maths (£2000)(£200)</p>
<p>B. Equal levels of oracy to support learning for all children</p>	<p>Targeted Interventions: Talking Partners Identiplay Spirals Talking Boxes Time to Talk</p> <p>External SALT training for staff.</p> <p>Vocabulary Project</p>	<p>Research indicates children with limited exposure to books prior to school age are ‘book poor’ with vocabularies far more limited than in book ‘rich’ families.</p> <ol style="list-style-type: none"> 1. Speech and Language service evidence and practise 2. Research from Chris Quigley: ‘The Vocabulary Gap’ 	<p>Rapid identification of need and early access to Talking Partners Intervention</p> <p>Purchase, the quality resources, plan ahead to broaden the vocabulary, have half termly staff meetings on it, use monitoring walks to evidence it</p>	<p>AW</p> <p>JH/ CS</p>	<p>every 6-10 weeks</p> <p>Half termly</p> <p>Resources £500</p>
<p>C. A whole school curriculum that offers broad and rich experiences.</p>	<p>Access to school trips and visitors</p>	<p>See Pupil Premium Using the Pupil Premium for learning outside the classroom (2014) – Council for Learning</p>	<p>Implemented by Office Manager Monitored by SLT</p>	<p>JG</p>	<p>Annual review</p> <p>£350</p>

<p>D. PP Children with the additional barrier of special educational needs make good progress towards their personal targets.</p>	<ul style="list-style-type: none"> - Increase non-teaching SENCO time to 2.5 days a week -Support journeys completed by CTs each half-term to monitor progress. -All staff working with children know targets. -Double length parent consultations every term - share pupil targets. Informal conversations about progress towards targets. -Targeted interventions. -Children identified early through links with pre-schools. -Support from LA. Advisers. 	<p>In our school, a high proportion of the children who are eligible for pupil premium funding have the additional barrier of special educational needs.</p>	<p>Support journeys implemented by CTs half-termly.</p> <p>SENDCO to monitor</p>	<p>AW</p>	<p>Each half-term</p> <p>1 x release per CT to meet SENDCO £750 per term</p>
<p>E. Increased attendance rates</p>	<ul style="list-style-type: none"> -First day response provided by office staff. -Increased monitoring, including increased use of EWO, Morag Topham -Face to face meetings with parents -Challenge by staff -Praise for the child - including attendance certificates. -Additional support upon return. -School / Class attendance for each ½ term displayed. greater use of consistent Hub approach -Continued use of TA to pick up particular children to help reduce persistent absence. 	<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>HT monitoring attendance weekly. CTs discuss attendance at parent meetings if necessary.</p>	<p>SLT</p>	<p>Jan 2018</p> <p>£50 Certificates</p> <p>Half termly meetings with EWO (£time)</p> <p>Cost of TA - £4 daily</p>

<p>F. Increased parental engagement / Equality of access to out of school learning opportunities</p>	<ul style="list-style-type: none"> -Access to school clubs. -Access to music tuition -Access to school trips -Access to wrap around care -Mathletics Home Learning Online - YR - Y6 (@ £48 per PP child) Provide opportunities in school as well as home. -PP children to read daily in school -Loan additional google chromebooks to PP pupils to enable access to homework. -Parenting classes to be explored. 	<p>See Pupil Premium Using the Pupil Premium for learning outside the classroom (2014) – Council for Learning</p>	<p>Monitor access to extra-curricular activities - are the children attending clubs? school trips? Are the children accessing Mathletics? Monitor impact of these extra-curricular activities.</p> <p>CTs to each have daily reader lists - utilise parent helpers.</p>	<p>SLT & JG</p> <p>KS - mathletics</p>	<p>Estimates based on previous years: Clubs £3.00 per p per week per club £3000 2 trips per child per year £20 each 21 children £900 2 x Music £50 per term pp OOSC £1500 Extra reading £500 Additional books £500 2 x £300 each</p>
<p>G. Equal levels of aspiration, self esteem and positive learning behaviours.</p>	<ul style="list-style-type: none"> -Pupil Conferences -Counselling -Behavioural Support from LA. -Constructive and positive feedback. -Growth mindset approach -Staff training on Step on behaviour management, de-escalation and attachment theory training. -Explore how other schools manage counselling for children. MAT investigating cross-school counselling. -Training 2 TAs as mentors (YMCA) 	<p>See Research evidence on Metacognition, self-regulation and mentoring in Appendix 1. Source – Sutton Trust 2014.</p>	<p>Book Scrutiny</p> <p>Pupil Questionnaires</p> <p>PP Lead to meet with each child throughout year.</p>	<p>SLT</p>	<p>Termly review</p> <p>Growth mindset resources shared with parents £50</p>
Total budgeted cost					<p>£30,460</p>

6. 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. Differences in attainment are diminishing.	-Quality First Teaching and high expectations for all PP pupils. -Additional Teacher ½ day a week in Upper KS2 boosting Year 5/6 Maths. -Challenging and supportive Pupil Progress Meetings - half-termly for PP pupils.	End of year outcomes for eligible pupils have improved in relation to their peers. 9% increase of children reaching expected or above in maths and 14% increase in reading and writing compared to 2016 / 2017 In EYFS (3 pupils, 66% GLD 2018) In Y1 phonics whilst 84% overall 1 x PP child did NOT achieve this, Y2 phonics, 4/5 pupils achieved the expected mark, 1 x PP did NOT. Y2 Reading 1/3 was at expected standard, 33% Y2 Writing 1/3 was at the expected standard, 33% Y2 maths 1/3 was at the expected standard, 33% Y3 TA R 0%, W 0%, M 20% Y4 TA R 25%, W 25% M 25% Y5 TA R 0%, W 0%, M 0% Y6 Reading 4/28 PP, 0% on track for expected Y6 Writing 4/28 PP 0% on track for expected Y6 Maths 4/28 PP 0% on track for expected Y6 SPAG 4/28 PP 0% on track for expected	Arrival of pupils not previously educated at SCPS, in that 40% of those on the PP register in 17/18 had not started their schooling with us, so 'catching them early' is only effective to a point. Rapid identification of new arrivals, and getting parents on board quickly is important Some of these aspects are deeply rooted and need longer to 'turn around' especially where pupils have ingrained deeply rooted barriers to learning. Can we look at getting parents more on board?	½ day p week Jan to June Booster Classes (25 weeks) =£2250 Each half-term 1 x release per CT to meet HT for PP meetings £700 per term £4200 total
B. Equal levels of oracy to support learning for all children	Philosophy 4 Children Circle Times Vocabulary CPD for all staff.	The PP have made good progress with oracy skills All classes have circle time sessions each week. In some classes Philosophy 4 Children was strongly embedded which had an impact on all the childrens' oracy skills. Debating skills were taught and practised in Y6.	Vocabulary CPD for all delivered in Summer term but additional training about teaching vocabulary was provided for all staff by Anglian Learning. This focus on vocabulary is a whole school focus in the coming year. Change of staff - staff would welcome more training if P4C is going to continue.	£1000
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
A. Differences in attainment are diminishing.	Targeted interventions: BRP ERT Accelewrite / Acceleread 5 Minute Maths Box Phonics Groups 1st Class @ Numbers Sensory Circuits Autism Bucket	The gap between attainment of pupil premium children and non-pupil premium children is diminishing. See results above. However we still want our Pupil Premium children to be making even more accelerated progress and for this diminishing difference to be more evident particularly in headline data.	Booster Classes for Y6 PP children to start in Autumn Term. Interventions Benchmarking and assessing progress of children completing interventions needs to be tightened.	£3500
B. Equal levels of oracy to support learning for all children	Targeted communication Interventions: Talking Partners Identiplay Spirals Talking Boxes Time to Talk External SALT training for staff.	Research indicates children with limited exposure to books prior to school age are 'book poor' with vocabularies far more limited than in book 'rich' families. YR - One child went from being non-verbal to speaking in short, simple sentences by end of year. Another child's progress was commented on by SALT. 2 out of 3 children achieved GLD. Y1,2 and 3 - Talking Partners: By the end of the intervention, children demonstrated good concentration, were competent at following instructions, had improved inference skills and gained confidence overall - even speaking in front of larger audiences. Some children made exceptional progress from doing some of the skills 'never' to 'always'.	Talking Boxes Interventions will continue. Spirals / Time to Talk /Identiplay - were trialled in Reception but were found to be too difficult for the children who needed support with speech and language. Used talking boxes and colourful semantics instead as advised by the speech and language therapist.	£1600 training and resources
C. A whole school curriculum that offers broad and rich experiences.	Access to school trips and visitors -Access to school clubs. -Access to music tuition -Access to school trips -Access to wrap around care	Pupils eligible for PP attend high quality educational visits and activities. They demonstrate increased participation in activities such as clubs, including the opportunity to represent the school. All had access to enrichment that included trips, clubs and music lessons.	Deprivation is deeply entrenched and this remains a key focus. Focus on visits to enhance the children's cultural capital. Look at curriculum map - plan in visits to museums, art galleries, theatre, places of worship, etc.	Clubs £3.00 per p per week per club £3060 2 trips per child per year £20 each 21 children £1075 2 x Music £50

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				per term pp £300
D. PP Children with the additional barrier of special educational needs make good progress towards their personal targets.	<ul style="list-style-type: none"> -Non-teaching SENDCO 2 days a week. -Support journeys completed by CTs each half-term to monitor progress. -All staff working with children know targets. -Structured conversations with parents every term - share pupil targets. -Targeted interventions. -Children identified early through links with pre-schools. -Support from LA. Advisers. 	<p>Children with SEN's progress is consistently recorded and measured on support journeys. Their next steps are clearly planned for in class and through targeted interventions.</p> <p>Successes included 2 x disadvantaged pupils represented the school at the 'adapted multisports' tournament and came first, bringing gold medals back to school.</p> <p>Success included great teamwork, coping with change, meeting new people and performing in a new environment.</p>	<p>Support journeys to be adapted to reflect changes in practice. Induct new teaching staff with SEND procedures.</p> <p>Extra SENDCO time needed to support the rise in pupil's with EHCPs - Increase to 2 ½ days.</p>	<p>Each half-term 1 x release per CT to meet SENDCO £700 per term £4200 total</p>
E. Increased attendance rates	<ul style="list-style-type: none"> -First day response provided by office staff. -Increased monitoring, including use of EWO -Face to face meetings with parents -Challenge by staff -Praise for the child - including attendance certificates. -Additional support upon return. 	<p>Over 50% had good or better attendance</p> <p>Persistent absentee family have been supported by school staff collecting children. This has had an enormous impact on the attendance of these children.</p>	<p>overall school % was better than national (2016/17data) but there were some.pockets of concern from several families PP.</p> <p>Collecting from home for 1 worked and will continue. Greater involvement of EWO and formal letters to be used in 18/19.</p>	<p>£50 for certificates</p> <p>£4 a day £300 for additional TA time to collect children</p>
F. Parental Engagement / Equality of access to out of school learning opportunities	<ul style="list-style-type: none"> -Mathletics Home Learning Online - YR - Y6 (@ £48 per PP child) Provide opportunities in 	<p>Children access extra-curricular activities. Equality of access to out of school learning opportunities through parental engagement and opportunities offered in school.</p>	<p>Parents sometimes have to be approached 1-2-1 to invite their children to a particular club or music lesson. They are not always aware of the opportunities available.</p> <p>Structured Conversations=</p>	<p>Mathletics £48 per PP child. £1008</p>

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	<p>school as well as home.</p> <ul style="list-style-type: none"> -PP children to read daily in school -Buy additional google chromebooks to loan to PP pupils to enable access to homework. 		<p>£350 per half term £2100 yr. These haven't been as effective as previous year. Rethinking strategy for coming year.</p>	<p>Structured conversations supply cover £350 per half term £2100 per year.</p> <p>OOSC £1500</p> <p>Extra reading £500</p> <p>Additional books £500</p> <p>2 chrome books x £300 each</p>
<p>G. Equal levels of aspiration, self esteem and positive learning behaviours.</p>	<ul style="list-style-type: none"> -Pupil Conferences -Structured Conversations -Counselling -Behavioural Support from LA. -Constructive and positive feedback. -Growth mindset approach 	<p>Many Pupil premium children make good progress in lessons. Over 70% had never received sanction of reflection room.</p> <p>Support in place to support resilience and mental health of PP children.</p> <p>Some small steps progress for those PP children</p> <p>EYFS: Play therapy has supported development in school and at home as reported by mother and CT.</p> <p>Y1: Pupil has made accelerated progress in the recent month, and the social and emotional strategies put in place are now enabling the child to access learning more in line with expected now. Child now has a better self image and comes into school happily.</p> <p>TA time in Y6 has enabled children to talk about their feelings and be in a better frame of mind to access the curriculum.</p>	<p>% of children in reflection room that are PP. and non-PP is skewed to PP notably for behaviour/ poor choice reasons.</p> <p>This approach will be continued. We have identified children who would benefit from counselling, but since the changes in locality getting hold of a counsellor is hard, and some appointments are in the school day which hits the attendance data. Look to see what capacity the HUB/Trust has for a counsellor?</p> <p>The mental health champion training is complete and will be cascaded down among staff and the targets shared. In addition we shall include elements from Paul Dix 'When Adults Change Everything Changes' which moves away from 'golden time' to 'recognition boards' to shift the emphasis back to the child to want to change the behaviour themselves.</p>	<p>£500-£700 in meeting times and use of TA counselling sessions.</p>
2017-2018 Total Expenditure				£28, 443

7. Additional Details

As yet we have not been able to overcome deeply entrenched external barriers to learning. We are aware that some of the actions and interventions will show longer-term impact rather than within the term or year, but we remain committed and ambitious for all our pupils. Added to this that over 40% of those identified as being in receipt of Pupil Premium have experienced school moves, and for some, time out of school. Therefore this area is a priority in the school's yearly operational plan and is a Trust wide priority.