

# Pupil premium strategy statement 2019-2022

1. Summary information					
School	Stapleford Community Primary School				
Academic Year	2019/20	Total PP budget (*)	£31,900	Date of most recent PP Review	July 2019
Total number of pupils	191	Number of pupils eligible for PP	21 + 2 (PP+)	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving or exceeding age related expectations in reading	21%	77%
% achieving or exceeding age related expectations in writing	17%	71%
% achieving or exceeding age related expectations in maths	17%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Children eligible for PP have tended to attain lower in Maths and English
B.	Poor Speech and Language / vocabulary skills - becoming more prevalent as identified on entry.
C.	Inequality of opportunity around enrichment to core curriculum offer through school
D.	SEN - in some cases complex SEN
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
E.	Poor attendance rates for some 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"> <li>● low self esteem</li> <li>● anxiety</li> <li>● behavioural issues leading to risk of exclusion</li> <li>● time out of education</li> </ul>

- low aspirations
- fixed mindset

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A.</b>	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>B.</b>	Improve oral language skills for pupils eligible for PP	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.
<b>C.</b>	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.
<b>D.</b>	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 updated support journeys. Their next steps are clearly planned for in class and through targeted interventions.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Continue to reduce the number of persistent absenteeism among pupils eligible for PP
<b>F.</b>	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.
<b>G.</b>	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.  Children to demonstrate increased levels of motivation, confidence, sense of self worth and developing resilience.

5. Planned expenditure					
Academic year		2019-2020			
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.	<ul style="list-style-type: none"> <li>-Quality First Teaching and high expectations for all PP pupils.</li> <li>-Mastery approach in maths</li> <li>-Additional Teacher for a group session a week in Upper KS2 boosting Year 5/6</li> <li>-Challenging and supportive Pupil Progress Meetings - half-termly for PP pupils.</li> <li>-SENDCO / DHT team teaching and coaching with teachers to model best practice.</li> <li>-'Forest school' type sessions each week in YR and Y1.</li> </ul>	<ul style="list-style-type: none"> <li>-Data shows this area continues to need to be a focus.</li> <li>-QFT originates in the then DCSF's guide to personalised learning published in 2008</li> <li>-The Education Endowment Foundation talks about the benefits of outdoor learning for all.</li> </ul>	<ul style="list-style-type: none"> <li>-Robust monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school.</li> <li>-Maths Leader ensuring that mastery approach is consistently being delivered across the school</li> <li>Use accurate data and knowledge of children to set challenging but achievable targets for all.</li> </ul>	SLT	<ul style="list-style-type: none"> <li>Termly review</li> <li>½ termly pupil progress meetings</li> <li>Robust tracking of pupil's progress.</li> </ul>
B. Equal levels of oracy to support learning for all children	<ul style="list-style-type: none"> <li>Circle Times</li> <li>Pre-teaching sessions</li> <li>Major focus on vocabulary enrichment across the whole school</li> <li>Vocabulary resources to be purchased - Vocab Ninja, Mrs Wordsmith.</li> <li>Staff Training from SALT.</li> </ul>	Trust wide focus on vocabulary, following Chris Quigley's evidence of 'The Vocabulary Gap' that exists nationwide.	<ul style="list-style-type: none"> <li>Termly CPD</li> <li>Sharing Good practice in Staff Meetings.</li> <li>Learning Walks</li> <li>Planning documents</li> <li>Working walls/ displays</li> </ul>	SLT	<ul style="list-style-type: none"> <li>Review in July 2020</li> <li>termly</li> </ul>
<b>Total budgeted cost</b>					£6000

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. Differences in attainment are diminishing.	<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>-Homework Party</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>	CS / JH / AW	<p>every 6-10 weeks</p> <p>Interventions and in class adult support £12,000</p> <p>3rd Space Learning            1 x week for 4 pupils in maths £3000</p>
B. Equal levels of oracy to support learning for all children	<p>Targeted Interventions:            Talking Partners            Talking Boxes            Time to Talk            Speech and Language interventions for annunciation.</p> <p>Pre-teaching vocabulary</p> <p>External SALT training for staff.</p> <p>During whole school curriculum review staff to identify key vocabulary and plan for progression.</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"> <li>1. Speech and Language service evidence and practise</li> <li>2. Research from Chris Quigley: 'The Vocabulary Gap'</li> </ol>	<p>Rapid identification of need and early access to interventions including Talking Partners Intervention / Phonics and ERT</p> <p>Purchase 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>
C. A whole school curriculum that offers broad and rich experiences.	<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>	JG	<p>Annual review</p> <p>£1350 for school trips</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"> <li>- Non-teaching SENCO time - 2.5 days a week</li> <li>-Support journeys completed by CTs each half-term to monitor progress.</li> <li>-All staff working with children know targets.</li> <li>-Double length parent consultations every term - share pupil targets. Informal conversations about progress towards targets.</li> <li>-Targeted interventions.</li> <li>-Children identified early through links with pre-schools.</li> <li>-Support from LA. Advisers.</li> <li>-Dyslexic training for all staff</li> </ul>	<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. (71% historically)</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 - £2,250</p>
<p>E. Increased attendance rates</p>	<ul style="list-style-type: none"> <li>-First day response provided by office staff.</li> <li>-Increased monitoring, including increased use of EWO</li> <li>-Face to face meetings / conversations with parents</li> <li>-Challenge by staff</li> <li>-Praise for the child - including attendance certificates.</li> <li>-Additional support upon return.</li> <li>-School / Class attendance for each ½ term displayed.</li> <li>greater use of consistent Hub approach</li> <li>-Continued use of TA to pick up particular children to help reduce persistent absence.</li> </ul>	<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 2020</p> <p>£50 Certificates</p> <p>Half termly meetings with EWO (£time)</p> <p>Cost of TA to collect children - £4 daily - £300</p>

<p>F. Increased parental engagement / Equality of access to out of school learning opportunities</p>	<ul style="list-style-type: none"> <li>-Access to school clubs.</li> <li>-Access to music tuition</li> <li>-Access to school trips</li> <li>-Access to wrap around care</li> <li>-Mathletics Home Learning Online - YR - Y6 (@ £48 per PP child) Provide opportunities in school as well as home.</li> <li>-PP children to read daily in school</li> <li>-Loan additional google chromebooks to PP pupils to enable access to homework.</li> <li>-Parenting classes to be explored.</li> <li>-Homework Party - PP children invited to work with their class teacher.</li> <li>-Use of videos and social media to support parents.</li> </ul>	<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 &amp; JG</p> <p>KS - mathletics</p>	<p>Estimates based on previous years:</p> <p>Clubs £3.00 per p per week per club £3000</p> <p>Music lessons £500 per year pp</p> <p>OOSC £1500</p> <p>Holiday Activity Clubs - £200</p> <p>Extra reading £500</p> <p>Additional books £500</p>
<p>G. Equal levels of aspiration, self esteem and positive learning behaviours.</p>	<ul style="list-style-type: none"> <li>-Pupil Conferences</li> <li>-Counselling</li> <li>-Behavioural Support from LA.</li> <li>-Constructive and positive feedback.</li> <li>-Growth mindset approach</li> <li>-Staff refresher training on Step on behaviour management, de-escalation training.</li> <li>-Explore how other schools manage counselling for children. MAT investigating cross-school counselling.</li> <li>-Peer tutoring - across different year groups.</li> <li>-Weekly Homework Parties</li> </ul>	<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> <p>Counselling/Pastoral Support - £800</p> <p>Homework Party - £300</p>
<b>Total budgeted cost</b>					£32,800

6. Review of expenditure				
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. Differences in attainment are diminishing.	<p>-Quality First Teaching and high expectations for all PP pupils.</p> <p>-Additional Teacher ½ day a week in Upper KS2 boosting Year 5/6 Maths.</p> <p>-Challenging and supportive Pupil Progress Meetings - half-termly for PP pupils.</p>	<p>End of year outcomes for eligible pupils have improved in relation to their peers in reading.4% increase of children reaching expected or above in reading compared to 2017 / 2018. In Maths and Writing the figures remain the same.</p>	<p>Arrival of pupils not previously educated at SCPS, in that at least 40% of those on the PP register in 17/18 and 18/19 had not started their schooling with us, so 'catching them early' is only effective to a point.</p> <p>Rapid identification of the needs and barriers of new arrival needed. Consistent baseline needs developing - this will include phonics.</p> <p>Some of these aspects are deeply rooted and need longer to 'turn around' especially where pupils have ingrained deeply rooted barriers to learning.</p> <p>Can we look at getting parents more on board?</p>	<p>½ day p week Jan to June Booster Classes (25 weeks) =£2250</p> <p>Each half-term 1 x release per CT to meet HT for PP meetings £700 per term £4200 total</p>
B. Equal levels of oracy to support learning for all children	<p>Philosophy 4 Children</p> <p>Circle Times</p> <p>Vocabulary CPD for all staff.</p>	<p>All teachers are prioritising explicitly teaching vocabulary. Classes have vocabulary displays and resources. Some evidence of children using more varied vocabulary in their writing.</p> <p>All staff have received training on vocabulary teaching strategies, including the effectiveness of pre-teaching.</p> <p>EYFS worked with MAT to complete a vocabulary project - evidence showed that all children made progress with their vocabulary development.</p> <p>Change of staff has meant that P4C hasn't been consistently happening.</p>	<p>Whole school focus on vocabulary will continue. New resources have been sourced to support this.</p> <p>Pre-teaching vocabulary as an approach has been introduced to teachers and some classes have begun to implement this. . Teaching assistants will also have vocabulary / pre-teaching training.</p> <p>Do we need to re-introduce P4C? - particularly in light of Education Endowment Foundation's findings about the benefits of this.</p>	<p>£1000</p>
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.  Children who participated in third space learning maths tuition gained confidence in maths learning.	Booster Classes for Y6 PP children to start in Autumn Term. Interventions  Class teachers to complete intervention map for children in their class.  Benchmarking and assessing progress of children completing interventions has been tightened up but SENDCO/DHT are exploring a consistent format for this to be recorded.	Booster Classes - £3500  3rd Space Learning - £1,990  Virtual Maths 1:1 online tuition - £756
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. 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.  Talking Partners Interventions will continue	£1600 training and resources  Word Aware Resources - £175.15
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 wrap around care	Pupils eligible for PP attend high quality educational visits and activities including residential visits. They demonstrate increased participation in activities such as clubs, including the opportunity to represent the school e.g. gym show, music assemblies, sports events. 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. Increase children's exposure to a variety of different occupations. Ensure that all pupil premium children are attending clubs and are aware of other opportunities, e.g. music lessons.	Wrap Around care (OOSC) - £1500  Clubs £3.00 per p per week per club £3000  At least 2 trips per child per year £1297.08  Violin lessons - £419

				Holiday Clubs -£180.80
D. PP Children with the additional barrier of special educational needs make good progress towards their personal targets.	<ul style="list-style-type: none"> <li>-Non-teaching SENDCO 2 ½ days a week.</li> <li>-Support journeys completed by CTs each half-term to monitor progress.</li> <li>-All staff working with children know targets.</li> <li>-Parents have double slot appointments at parent consultations.</li> <li>-Targeted interventions.</li> <li>-Children identified early through links with pre-schools.</li> <li>-Support from LA. Advisers.</li> </ul>	<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 disadvantaged pupils represented the school at the 'adapted multisports' tournament.</p> <p>Success included great teamwork, coping with change, meeting new people and performing in a new environment.</p>	Support journeys to be adapted to reflect changes in LA practice and advice received about how to evidence Assess, Plan, Do, Review. Train teaching staff with updated SEND procedures.	Each half-term 1 x release per CT to meet SENDCO £700 per term £4200 total
E. Increased attendance rates	<ul style="list-style-type: none"> <li>-First day response provided by office staff.</li> <li>-Increased monitoring, including use of EWO</li> <li>-Face to face meetings/ conversations with parents</li> <li>-Challenge by staff</li> <li>-Praise for the child - including attendance certificates.</li> <li>-Additional support upon return.</li> </ul>	<p>Over 50% had good or better attendance</p> <p>Persistent absentee family have continued to be 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 but there were some.pockets of concern from several families PP.</p> <p>Collecting from home for 1 worked and will continue.</p> <p>Face to face conversations with parents regarding school's concerns about attendance have been very effective with most families.</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"> <li>-Mathletics Home Learning Online - YR</li> <li>- Y6 (@ £48 per PP child) Provide opportunities in school as well as home.</li> <li>-PP children to read</li> </ul>	Children access extra-curricular activities. Equality of access to out of school learning opportunities through parental engagement and opportunities offered in school.	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>Mathletics £48 per PP child. £1008</p> <p>Extra reading £500</p> <p>Additional</p>

	daily in school -Buy additional google chromebooks to loan to PP pupils to enable access to homework.			books £500  2 chrome books x £300 each
G. Equal levels of aspiration, self esteem and positive learning behaviours.	-Pupil Conferences -Structured Conversations -Counselling -Behavioural Support from LA. -Constructive and positive feedback. -Growth mindset approach	Many Pupil premium children make good progress in lessons. Support in place to support resilience and mental health of PP children, including 3 x 1 ½ hr sessions delivered by Romsey Mill. Some small steps progress for those PP children  TA time in Y6 has enabled children to talk about their feelings and be in a better frame of mind to access the curriculum.  Homework party has enthused children about their learning and the majority of the children invited come every week excited about working with their teachers.  All staff were trained in the STEPs therapeutic approach to behaviour management in January 2019. Middays and office staff were also trained in the approach. School policy was updated to take into account the STEPs approach.	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. Continue to work with the HUB/Trust to share a counsellor?  Homework Party to continue in 2019-2020  STEPS refresher training for STEPs trainer and the rest of the staff is booked for the next academic year.	Romsey Mill Sessions - £157.50  £500-£700 in meeting times and use of TA counselling sessions.  Homework Party - £300
<b>2018-2019 Total Expenditure</b>				£30,183

## 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 continues to be a priority in the school's yearly operational plan and Trust wide.