

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Stapleford Community Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£28, 020	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
<b>% achieving or exceeding age related expectations in reading</b>	8%	74%
<b>% achieving or exceeding age related expectations in writing</b>	3%	67%
<b>% achieving or exceeding age related expectations in maths</b>	3%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Children eligible for PP have tended to attain lower in Maths and English
<b>B.</b>	Poor Speech and Language skills
<b>C.</b>	Inequality of opportunity around enrichment to core curriculum offer through school
<b>D.</b>	SEN
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Poor attendance rates for pupils eligible for PP . This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	Inconsistent support for learning within the home context
<b>G.</b>	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 in Reception, Key Stage 1 and Year 3.	Pupils eligible for PP make rapid progress by the end of the year.
<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 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.	Reduce the number of persistent absentees 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 No difference between % of children in reflection room that are PP. and non-PP Children demonstrate increased levels of motivation, confidence, sense of self worth and developing resilience.

5. Planned expenditure					
Academic year		2017/18			
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 needs to be a focus. -QFT originates in the then DCSF's guide to personalised learning published in 2008	-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	Philosophy 4 Children Circle Times	See Research evidence on Philosophy for Children Source – Sutton Trust 2014.	Termly CPD  Sharing Good practice in Staff Meetings.  Learning Walks	SLT	Review in July 2018
<b>Total budgeted cost</b>					£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?
B. Equal levels of oracy to support learning for all children	Targeted 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.	Rapid identification of need and early access to Talking Partners Intervention	AW	every 6-10 weeks  £1600 training and resources

C. A whole school curriculum that offers broad and rich experiences.	Access to school trips and visitors	See Pupil Premium Using the Pupil Premium for learning outside the classroom (2014) – Council for Learning	Implemented by Office Manager Monitored by SLT	JG	Annual review  £350
D. PP Children with the additional barrier of special educational needs make good progress towards their personal targets.	-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.	In our school, a high proportion of the children who are eligible for pupil premium funding have the additional barrier of special educational needs.	Support journeys implemented by CTs half-termly.  Structured conversations with parents termly - supply cover required.  SENDCO to monitor	AW	Each half-term  1 x release per CT to meet SENDCO £700 per term  SC= £350 per half term £2100 yr  Interventions £12,000
E. Increased attendance rates	-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.	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.	HT monitoring attendance daily. CTs discuss attendance at structured conversations if necessary.	SLT	Jan 2018       £50 Certificates / yr
F. Equality of access to out of school learning opportunities	-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.	See Pupil Premium Using the Pupil Premium for learning outside the classroom (2014) – Council for Learning	Monitor access to extra-curricular activities - are the children attending clubs? school trips? Are the children accessing Mathletics?  CTs to each have daily reader lists - utilise parent helpers.	SLT & JG  KS - mathletics	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

	-PP children to read daily in school -Buy additional google chromebooks to loan to PP pupils to enable access to homework.				Extra reading £500 Additional books £500 2 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	See Research evidence on Metacognition, self-regulation and mentoring in Appendix 1. Source – Sutton Trust 2014.	Book Scrutiny Pupil Questionnaires	SLT	Termly review  Growth mindset resources shared with parents £50
<b>Total budgeted cost</b>					£27,050

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Improved attainment in maths across the school	CPD for all staff from LA Maths Adviser	The profile of maths has risen in school and pupil's books evidence the impact of the training. The range and quality of maths work that pupils are producing is much improved. Staff's confidence in teaching and supporting this subject in a range of different ways has greatly improved. Data evidence shows some impact, however the long-term impact will show more.	This approach was useful in upskilling all staff and may be beneficial in the future. However the taught skills and strategies need to be embedded and our new Maths leader is enabling this.	£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
Equality of access to out of school learning opportunities	Access to breakfast and after-school club  Extra Curricular activities including music tuition	Pupils eligible for pupil premium funding have taken up clubs places (e.g. dance, football, science, maths and holiday activity clubs) through free place/subsidy. One child has also accessed music tuition. Providing access to breakfast and after school club has had a positive impact on particular children's attendance. It has also provided consistent after-school routines. Staff have utilised this time as an extra opportunity to hear the children read or play games to improve their social skills.	The children have experienced a wide range of extra-curricular activities.  In the coming year we would like to monitor more closely the impact of the extra-curricular clubs, even if this provides us with soft evidence. We will continue this approach.	£3060  £1075
Achievement for All	Achievement for All programme	The deputy head and SENCO met with the coach from the Achievement for all Programme for 4 visits across the year where they focussed on the impact and quality of interventions and how vulnerable children are supported in class. They also looked at English and Maths books across the school to establish trends and barriers for particular children. Feedback given to staff from	The Governing Body decided against continuing with the AFA programme. We have benefitted enormously from being a part of this programme and will take away the best bits, for example the structured conversations with parents of pupils eligible for PP funding. However it is a high cost for what appears to be little impact on pupil attainment.	AfA Service Level Agreement £2200 AfA DHT release for meetings £850

		<p>these monitoring exercises had whole school impact and the quality of work in books improved rapidly.</p> <p>Class teachers met with all the parents of children eligible for pupil premium three times in the year for structured conversations. Meeting notes and targets were shared with the parents.</p>		Structured conversation time cover for CTs £2950
A whole school curriculum that offers broad and rich experiences.	Access to school trips	All PP children's education visits and activities were paid for through the pupil premium funding, including residential trips and history off the page days.	This will continue annually.	£750
Differences in attainment are diminishing.	<p>Targeted interventions led by highly trained TAs</p> <p>Maths Boosters / Tuition Groups - led by teachers</p>	<p>Data and group records demonstrate that all children that received small group tuition made progress within the focus of the sessions.</p> <p>Focused small group teaching was particularly effective in supporting children who assessment identified as being at risk of not meeting the expected standard for the phonic screening check in Year 1.</p> <p>First Class @ Number was a new intervention that one TA and CT were trained in and then delivered to 8 underachieving Y2 pupils. The average maths progress made by this group was 10 months in 10 weeks.</p>	<p>We will continue implementing targeted interventions linked with the needs of our pupils. These needs are identified in our termly pupil progress meetings held between the headteacher and class teachers. The SENCO also plays a role in identifying needs. We intend to meet half-termly to discuss vulnerable children.</p> <p>New interventions that meet the needs of the children have already been identified and training arranged for the new academic year.</p>	<p>-Sensory Circuits £2000</p> <p>-BRP £850</p> <p>-Lego Therapy Club £500</p> <p>-Phonics £2200</p> <p>-Reading £500</p> <p>-Social Stories £400</p> <p>-1st class @ number £2500</p> <p>-Speech and Language £2500</p> <p>-Daily reading £1000</p> <p>-Maths Boosters £570</p>
Equal levels of aspiration, self esteem and positive learning behaviours.	<p>Counselling with Blue Smile &amp; Cogwheel</p> <p>Counselling for pupils formally out of school for 3 months</p> <p>Mental Health Champion Training</p>	<p>Up to 2 terms counselling for children with emotional MH issues including attachment difficulties. Counsellor felt that children were developing higher levels of resilience to emotional difficulties.</p> <p>SLT have reviewed the behaviour policy ready for the new academic year.</p> <p>Two members of staff attended the training and have reviewed the current school practises and awareness of mental health issues. They have drawn up an action plan.</p>	<p>This approach will be continued. We have identified children who would benefit from counselling.</p> <p>The mental health champion training will be cascaded down among staff and the targets shared.</p>	<p>£2500</p> <p>£1000</p> <p>£200</p>

PP Children with the additional barrier of special educational needs make good progress towards their personal targets.	Independent Educational psychologist visit & report to identify specific issues in learning	new, non-class-based SENCO employed in Easter 2017. She works two days a week. CTs completing support journeys for all pupil premium and SEN children. An Independent Educational Psychologist visited 2 children eligible for pupil premium funding as well as additional children. He was able to provide the school with reports which we could then use to establish individualised programmes of support.	We would like to make greater use of the LA Educational Psychologist with the increased number of SEN children in the school. However if necessary and in order to meet the children's needs, we are prepared to consider the use of a private educational psychologist in the future.	£500
Increased attendance rates	Increased monitoring including use of EWO, face to face meetings with parents, challenge by staff, praise for the child, additional support upon return.	Overall attendance improved from 2016 to 2017 for all groups In an acute case attendance improved from low 70% to currently high 80%	This will continue annually.  Parents were made aware of their children's attendance at different points in the year, including on the mid-year reports. This was a useful reminder for the parents so we will also do this again.	£50 for attendance certificates

### iii. Other approaches

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
All children to feel part of school community by wearing the same school uniform as it changes	All pupils eligible for pupil premium funding bought a new school jumper.	All children were offered and accepted a new school jumper and have been able to attend school wearing the same uniform as everyone else.	One off - as uniform expectations were changing	£250

## 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. This area is a priority in the school's yearly operational plan.