

Stopsley Community Primary School Pupil Premium Strategy Statement 2018 – 2019

Summary information					
Academic Year	2018 – 2019	Total PP budget	£208,530	Date of most recent internal PP Review	Autumn 2018
Total number of pupils	498	Number of pupils eligible for	143	Date of next PP internal review	Autumn 2019

		Current attainment		
Key Stage 1		Pupils eligible for PP (school)	Pupils eligible for FSM (national)	All pupils (national)
% achieving expected standard or above in reading, writing and maths		65%	N/A	N/A
% achieving expected standard or above in reading		65%	60%	75%
% achieving expected standard or above in writing		65%	53%	70%
% achieving expected standard or above in maths		65%	61%	76%
% achieving expected standard or above in the Statutory Phonics Screening		80%	85%	83%
% achieving a Good Level of Development		53%	N/A	72%
Key Stage 2		Pupils eligible for PP (school)	Pupils eligible for PP (national)	All pupils (national)
% achieving expected standard or above in reading, writing and maths		58%	70%	74%
% achieving expected standard or above in reading		68%	80%	75%
% achieving expected standard or above in writing		79%	83%	78%
% achieving expected standard or above in maths		79%	81%	76%

Barriers to future attainment (for pupils eligible for PP)
In school barriers
Number of disadvantaged pupils reaching age-related expectations is not in line with national standards
Percentage of pupils working at greater depth is below national average at end of KS1 and KS2
Learning behaviours are a barrier to achievement across the school.
Processes leading to early identification of SEND need to be tightened
More outreach needed to develop, engage and build relationships with the parents of PP children, through family team.
External barriers
Low attendance and punctuality rates lead to missed learning.
Financial barriers to access wider learning opportunities for disadvantaged pupils.

Pupil premium objectives for 2018–2019 academic year	Total pupil premium allocation for 2018–2019 academic year: £208,530
1. Develop further the pupil premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils	Time Intervention costing £1000 Provision Map software costing £800 CPD costs
2. Develop the work of the Family Team to improve engagement of parents.	Time TLR cost for lead teacher
3. Close the gap between Disadvantaged pupils and Non-Disadvantaged pupils by ensuring that the attainment of Disadvantaged pupils is in line with national other.	Time Pupil premium champion (KS2) Pupil premium champion (10% of salary – KS1)
4. Prevent the development of a gap in Early Years by ensuring that the attainment between Disadvantaged and Non-Disadvantaged pupils is equal.	Time

Objective 1: Develop further the pupil premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Embed the role of the Pupil Premium Champions so that they are accountable for the impact of progress made by all Disadvantaged children across the school	<ul style="list-style-type: none"> Progress of all PP children tracked across the school every term. Track progress and attainment of PP chn in phonics compared to non-disadvantaged. PP champions to investigate gaps and support teachers to narrow the gap. Identify gaps and monitor how gaps are being addressed by teaching staff 	Academic year 2018-19.	NB, MA, RC	PP champion MA – £23,860 PP champion RC 20% Time TA intervention time Planning time SENDco time (managing interventions)
Shape the new leadership role of disadvantaged pupils, ensuring there is accountability for the impact of the PP spending	<ul style="list-style-type: none"> Pupil premium champions to feedback to PP lead about impact of PP spending. Pupil premium lead to identify areas of development across the school and lead PP champions and teachers to close gaps. 	Academic year 2018-19 PP strategy reviewed and rewritten for 2018-19 by end Aut 2.	NB	PP lead salary 10% (£4240)

	<ul style="list-style-type: none"> Map out spending and create PP strategy for 2018-19. Analyse impact of PP spending. Ensure PP spending is having a positive impact on attainment and progress. 			
Further develop and implement a system to identify and track progress of disadvantaged pupils and report this to staff, ensuring next steps are put in to place	<ul style="list-style-type: none"> Create a tracking system that focuses on progress as well as attainment. Report areas of concern to staff and support with next steps Monitor effectiveness of next steps, identify what is working well and what could be improved. 	Academic year 2018-19 Termly analysis of PAP data to identify attainment and progress of PP children Termly review of strategies used to close the gap.	NB MA RC Teaching staff SENDco's Support staff	PP champion MA – £23,860 PP champion RC 20% PP lead NB 10% Time TA intervention time Planning time SENDco time (managing interventions)
Access relevant training relating to disadvantaged pupils	<ul style="list-style-type: none"> Identify training that focuses on improving attainment for PP children Attend training Deliver training to all staff that focuses on improving PP outcomes Monitor the implementation and impact of effective strategies across the school. 	Academic year 2018-19	SLT Teaching staff Support staff	RF to attend pupil premium conference SLT to visit Parkland School in Leeds to identify how they have been successful in addressing the needs of pupil premium children (£500) NB to find CPD provider to deliver training on closing the gap for disadvantaged pupils.

Objective 2: Develop the work of the Family Team to improve engagement of parents.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Conduct audit of all family work	<ul style="list-style-type: none"> Identify strengths and areas to develop in family worker provision and action findings Feedback to SLT 	Autumn term	SK, VA, JD, RF, FB	Time
Create a timetable that involves more preventative and engagement work	<ul style="list-style-type: none"> Plan and run art and craft sessions to engage more families. <i>Plan and run a shared reading afternoon to engage families and promote value of shared reading.</i> <i>Plan and run Men R Us afternoon to engage more males.</i> <i>Plan and run mother's and father's day events to engage more families.</i> <i>Plan and run an Easter social event to engage more families.</i> 	Academic year 2108-19	SK, VA, JD	Time Resources as and when required SK and VA salary

	<ul style="list-style-type: none"> Plan and organise an end of year trip to the seaside for families. Plan and run family learning sessions 			
Family Worker to be regularly proactive and visible for all parents	<ul style="list-style-type: none"> SK to attend school events in the evening to raise profile of family team Family team to be visible in the morning and afternoons to raise profile of family team Family team to attend parents evenings. 	Academic year 2108-19	SK, VA, JD	Time
Develop leadership role of parental engagement to oversee the family work and to organise effective calendar of workshops done	<ul style="list-style-type: none"> Lead teacher in place to work closely with family workers Events and workshops planned in for family team to increase family engagement 	Academic year 2108-19	SK, VA, JD	Lead teacher TLR
Devise a programme to ensure a better link with the Traveller community and receive appropriate support from relevant authorities	<ul style="list-style-type: none"> Regular GRT home visits to site and housed families with Lauren Middleton/Tracey Back, Access to Education Team. 	Ongoing	SK, VA, JD	Time Outside agency fees (?)

Objective 3: Close the gap between Disadvantaged pupils and Non-Disadvantaged pupils by ensuring that the attainment of Disadvantaged pupils is in line with national other.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Use the school's Securing Good Programme to identify and support where progress and attainment is slow or where there is under-performance in teaching	<ul style="list-style-type: none"> Identify and support teacher's in under-performing areas in school to bridge the attainment gap. Accelerated reading scheme to be rolled out in Year 5 and 6 	Autumn and Spring term	Deputy head	Time Accelerated reader costs
Pupil attainment and progress (PAP) meetings held termly to identify pupils causing concerns	<ul style="list-style-type: none"> Termly PAPs will identify pupils who are a cause for concern in progress and/or attainment. Interventions planned to address areas of concern Progress and/or attainment gaps addressed 	Autumn 2, Spring 2, Summer 2 Half termly data assessment and analysis in Year 6 to narrow gap before end of KS2 assessment in May.	Head Deputy head YGL's Teachers Support staff SENDco	Time Teaching and support staff
Coaching for staff by English and maths leads	<ul style="list-style-type: none"> English and maths leads to attend the SOS train the trainer sessions. Plan inset sessions and disseminate information where appropriate. Improve quality first teaching 	Insets – each term Drop ins and monitoring Termly attendance at the Enigma hub teacher research group. Small teacher research project in Aut 2/ Sp 1.	Deputy head (English lead) Assistant head (maths lead) Teaching staff	Time Insets

	<p>across the school by identifying and plugging gaps in progress and attainment in English and maths.</p> <ul style="list-style-type: none"> Engage with relevant CPD and research when appropriate NB to attend Enigma teacher research group termly with a focus on developing greater depth In setting research for Enigma maths group 			
Introduce new maths and English Leadership Teams to monitor and train across the whole-school (using maths and English action plans)	<ul style="list-style-type: none"> Split areas of responsibility across the school (see maths and English action plans) Increase in attainment across all year groups Develop teacher subject knowledge in maths and English Develop knowledge of pedagogy in maths and English across the school 	<p>Fortnightly team meetings Drop ins and monitoring termly Book looks – termly Insets – termly Moderation - termly</p>	<p>Deputy head (English lead) Assistant head (maths lead) JD, DN, LW, KL</p>	Time Insets
Rigorous tracking of data and ensure outcomes are shared and acted upon	<ul style="list-style-type: none"> Use of termly data to track outcomes Track PP children and identify where progress is insufficient 	<p>Termly monitoring by PP lead and champions. Identify gaps and work with YGLs to develop strategies. Have PP tracking as a regular item on WLT meetings. Continue to track and monitor.</p>	<p>PP lead PP champions. YGL's and class teachers.</p>	Time Insets Meetings

Objective 4: Prevent the development of a gap in Early Years by ensuring that the attainment between Disadvantaged and Non-Disadvantaged pupils is equal.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Additional 1:1 reading sessions twice a week with volunteer for PP children	<ul style="list-style-type: none"> Children who may not be regularly read with at home are read with in school a minimum of 4 times a week Increased enjoyment from stories and books for the child Progress increased 	Jan 2018 - July 2018	MJ - organisational/management of volunteer	None
Readit2 project (PP chn are primary focus group for project)	<ul style="list-style-type: none"> Increased emotional wellbeing Children develop a love of reading and stories Increased use of spoken vocabulary Increased understanding of 	<p>Sept 2018 - July 2019 (year 1) Sept 2019 - July 2020 (year 2)</p>	MJ - school Lead Sarah Kingham - trainer and project designer	£2500 Time Training

	<ul style="list-style-type: none"> vocabulary Increased understanding of story structure Increased confidence 			
Super sentences - daily writing activity (all chn carry out activity with focus support and pre-teaching given to PP children)	<ul style="list-style-type: none"> Increased accuracy with letter formation Increased understanding of sentence structure 	Spring and Summer terms 2018	MJ EW IW	None
Intervention support - Maths/number (weekly sessions for PP children to cover basic Maths skills such as counting, number recognition, understanding of concepts such as more/less etc)	<ul style="list-style-type: none"> Increased understanding of basic concepts Increased confidence Increased engagement in Mathematical challenges in CIL 	Spring and Summer terms 2018	MJ EW IW	None

Review of 2017-2018

Area of expenditure	Amount
Teaching staff	£63,439
Support Staff	£96,297
Courses	£620
Resources	£8236
Curriculum services	£12,245
	Total: £180,867

Review of the 2017–2018 academic year		Total pupil premium allocation for 2017–2018 academic year: £180,320	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
Improve outcomes for disadvantaged children in Year R.	<ul style="list-style-type: none"> • Resources – improving environment • Sand pit (£450) • Curriculum services • Support staff • Volunteer staff 	<ul style="list-style-type: none"> • Difficult to measure as all children benefitted 	PP children are not yet on par with non-disadvantaged children and so this will continue to be a focus in 2018-19.
All disadvantaged pupils (where starting points make this achievable) achieve GD in Reading, Writing and Maths as a minimum expectation.	<ul style="list-style-type: none"> • Teaching staff • Support staff • Courses (Talk 4 Writing) • Resources 	<ul style="list-style-type: none"> • Percentage of higher attaining disadvantaged pupils achieving the expected or higher standard in reading, writing and maths combined was on par with non-disadvantaged pupils (86%) 	
All disadvantaged pupils (where starting points make this achievable) achieve ARE in Reading, Writing and Maths as a minimum expectation.	<ul style="list-style-type: none"> • Teaching staff • Support staff • Courses (Talk 4 Writing) • Resources • Curriculum services 	<ul style="list-style-type: none"> • Pupil premium champion (KS2) placed in year 6 • Percentage of middle attaining disadvantaged pupils achieving the expected standard or higher in reading, writing and maths combined was 20% higher than their non-disadvantaged peers. • Percentage of low attaining disadvantaged pupils achieving the expected standard or higher in reading, writing and maths combined was on par with their non-disadvantaged peers. 	<ul style="list-style-type: none"> • Pupil premium champion out of class and focusing on raising attainment with small group of PP children in next academic year.

<p>Early identification of pupils with SEND insures they make good progress relative to their starting points.</p>	<ul style="list-style-type: none"> • Teaching staff (SENDco's) • Support staff • Courses (Talk 4 Writing) • Resources • Curriculum services 	<ul style="list-style-type: none"> • SENDco's working to identify all SEND children and working with outside agencies and families where appropriate. 	
<p>Children from low income families not eligible for PP funding, and those eligible for PP funding, experience enrichment opportunities and access to a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> • Teaching staff • Support staff • Courses (Talk 4 Writing) • Resources (School trips and enrichment days) • Curriculum services (attendance) 	<ul style="list-style-type: none"> • Low income and PP children provided with the same opportunities as their non-disadvantaged peers in educational visits, music provision and sport. • Extra-curricular club attendance tracked for PP chn and these children are given places as a priority. 	
<p>Parents/Carers of children with poor punctuality or low attendance to be offered surgery style meetings with family team and attendance officer to facilitate solutions to barriers.</p>	<ul style="list-style-type: none"> • Support staff (Attendance officer, wellbeing officer) • Curriculum services (EWO) 	<ul style="list-style-type: none"> • EWO and attendance officer regularly meeting to address attendance issues. • Family team have made in roads with PP families and are building relationships. • Attendance has improved as a result of letters sent home/parent meetings and is currently 96.6%, compared to 95.6% at this point last year • Number of persistent absentees has dropped from 77 to 57 pupils • The number of pupils who are regularly late to school has also reduced 	<ul style="list-style-type: none"> • Impact of this being seen in autumn 2018 – overall improvement in attendance across the school when compared to previous years.
<p>Children with limited language (not EAL) to gain wider vocabulary and apply to their learning.</p>	<ul style="list-style-type: none"> • Teaching staff • Support staff 	<ul style="list-style-type: none"> • New assessment system found and implemented across the school by EAL lead. 	