

# Annex 2c: Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Stephenson Memorial Primary School				
Academic Year	2019/2020	Total PP budget	£211,420	Date of most recent PP Review	N/A
Total number of pupils	375	Number of pupils eligible for PP	180	Date for next PP Strategy Review	February 2020

2. Current attainment	Pupils eligible for PP (FSM6 NA)	Pupils not eligible for PP (Non FSM6 NA) NA - All
<b>KS2</b> % achieving the expected standard in reading, writing, maths combined: % achieving expected standard in reading: % achieving expected standard in writing: % achieving expected standard in GPaS: % achieving expected standard in maths:	47% (51%) 53% (62%) 53% (68%) 53% (68%) 58% (68%)	75% (70%) <b>65%</b> 79% (78%) <b>73%</b> 82% (83%) <b>79%</b> 93% (83%) <b>78%</b> 89% (83%) <b>79%</b>
<b>KS1 (see in school data for context)</b> % achieving expected standard in reading, writing, maths combined: % achieving expected standard in reading: % achieving expected standard in writing: % achieving expected standard in maths:	45% (50%) 55% (62%) 48% (55%) 52% (63%)	62% (69%) <b>65%</b> 81% (72%) <b>75%</b> 67% (73%) <b>69%</b> 76% (79%) <b>76%</b>
<b>EYFS</b> % achieving GLD:	52% (56%)	70% (74%) <b>72%</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Attainment gaps: Our Non PP children attain in line with their National Average Peers, the attainment of our PP falls below NA's
<b>B.</b>	30% of our PP are also on the SEND register or being monitoring closely for early intervention
<b>C.</b>	School context of Deprivation: 74% of the school live in the 20% most deprived areas nationally, challenges are a significant barrier to learning 25.5% of PP children fall within this category and 39.5% of PP children are SEND and Safeguarding
<b>D.</b>	PP and Non SEND 20% of this group of children did not reach ARE in R,W, M
<b>E.</b>	Attendance of PP children = 94.7%

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A</b>	For our PP children to attain closer to National Averages and therefore closing the school gap.	Through targeted interventions, class trackers, carefully planned assessment cycles and pupil progress meetings. Masterclasses to be used to support learning and external agency support and regular reviews, children will make at least expected progress.
<b>B</b>	FSM6 children with SEND will make expected progress by the end of the year.	As above... lessons and planning to clearly support the lower ability children to ensure that expected progress is made.
<b>C</b>	FSM6 children with safeguarding/SEMH will make expected progress by the end of the year	For all children to access Thrive (see individual Thrive progress plans/assessments which will be reflected in overall progress and attainment). Data to be collected through tracking grids.
<b>D</b>	FSM6 non Send children to make age related expectations this year - 80% of children did in, R,W,M 20% did not.	To ensure that targeted children(20%) in their areas of need, make accelerated progress and to ensure that PP Non SEND progress rises next year
<b>E</b>	Attendance of PP children to rise from 94.7% to 96%	Weekly attendance procedures will continue and the school will be able to evidence that an increase can be seen in attendance overtime (see individual case studies)

## 5. Planned expenditure

Academic year

2019

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

### A: PP Attainment

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
<p>For our PP children to attain closer to National Averages and therefore closing the school gap.</p>	<p>1) an evidenced based research approach in school. An opportunity of a “book club” every half term to discuss research around quality first teaching strategies (focus on memory/retention and recall)</p> <p>2) Exploration into “Oracy” and the benefits that this has for raising outcomes for disadvantaged pupils.</p> <p>3) Quality first teaching – links with Edtransform in order to gain a deeper understanding of effective and engaging Teaching and learning pedagogies. Learning from a nationwide community</p> <p>3) Targeted intervention – driven by data and professional knowledge of teachers in order to react swiftly to the needs of the children.</p> <p>4) class trackers to be set up with all relevant assessment data and information on prior attainment and targets – so teachers are clear on expectations in order to plan suitably supportive and challenging sessions.</p> <p>5) Maths and Literacy Leads have a specific focus on their action plans in order to raise attainment levels across the school. Please refer to schools SDP</p> <p>6) specific roles of TA’s - Speech and Language in the early years and Intervention 1-1 in KS2 – working with PP children with specific targets in reading and writing.</p>	<p>Across the school in year data shows that our Non FSM6 children attain in line with their Non Disadvantaged peers Nationally – However our PP children across the school attain lower and in some places significantly lower than their disadvantaged peers. In order for us to close the gaps, these children need to be identified and their progress monitored in order for attainment measures to rise.</p> <p>EEF Guidance reinforces the principle that we must “prioritise the development of communication and language in order to provide the foundation of thinking” as well as “High quality adult-child interactions being important”</p>	<p>Quality Monitoring Cycle of lesson observations, learning walks etc...</p> <p>Data captures and monitoring of interventions</p> <p>Cross references against the school development plans and regular SLT meetings with additional leaders.</p>	<p>SLT</p>	<p>February 2020</p>
<p><b>Total budgeted cost</b></p>					<p>£3,892.17 – Leadership costs, £47,742 Staffing costs</p>

B: PP/SEND					
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?
FSM6 children with SEND will make expected progress by the end of the year.	<p>1) Individual support plans for SEND children will be closely monitored and tracked on a half termly basis.</p> <p>2) Targeted interventions reviewed on a regular basis, according to need and gaps in learning.</p> <p>3) Training of staff and TA's in order to support children in the most effective way. Training to be delivered in house as well as courses that are specific to supporting learning needs.</p> <p>4) Continuing with development of collaborative learning spaces in the classroom – to encourage peer to peer support.</p> <p>5) Parent meetings held with children who have support plans and pupil passports in order to share targets and how parents can help at home.</p> <p>6) Phonics tracking to continue across key stage 2. Children to have focus time to plug the gaps in phonetic knowledge... which will then move onto grammar sessions.</p> <p>7) close links with external agencies will continue to inform schools good practise. (dyslexia team/speech and language)</p> <p>8) Educational Psychologists will be employed to further help the school to analyse how to best support these children</p>	<p>30% of our PP are SEND as well. The school needs a focus on supporting our low ability children, to ensure that they catch up and are not left behind.</p> <p>EEF guidance on improving literacy and numeracy support states that: <i>“repeated exposure to new vocabulary is essential”</i> and that the <i>“the impact of collaborative approaches on learning is consistently positive”</i></p> <p>“Reading and the exposure to high quality and challenging texts help improve confidence and range of vocabulary”</p> <p>EEF Toolkit: Aspirational Interventions, Collaborative Learning, Parental Engagement</p> <p>Pupils are carefully targeted with specific interventions – introduction of same day intervention</p>	<p>The SENDco dedicates leadership time in order to run her Inclusion working group and support children's learning and staff development.</p> <p>Quality Monitoring Cycle Data Capture Pupil Progress Meetings</p>	SLT SENDco	February 2020
<b>Total budgeted cost</b>					£12,155.00 – staffing costs £4,600.00 – Educational Psychology support

<b>C: PP/SEMH/Safeguarding</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
FSM6 children with safeguarding/SEMH will make expected progress by the end of the year	<p>1) an investment in the Thrive approach, where children are supported through a structured and assessed programme of emotional development support plans that are assessed and reassessed in order to show progress.</p> <p>2) A Thrive team that is fully trained and has sole responsibility for implementing 1-1 and group thrive action plans in order to remove emotional barriers to learning.</p> <p>3) The Lead Thrive practitioner to undergo specific training around counselling tactics and strategies in order to support the most vulnerable and hard to reach children/families.</p> <p>4) In order to optimise the good practises that are embedded in the thrive approach, it is important to ensure that the strategies are understood and embedded in everyday classroom practise – ACE's training to be delivered to all staff and then an action plan of implementation to be created.</p> <p>5) Established a wellbeing team (teachers and TA's) that will be accountable for the emotional needs of children and staff and breaking down barriers that stop people achieving their full potential</p> <p>6) PSHE Lead will deliver a curriculum across the school and will be aware of groups of children in order to target – joint PHSE and Thrive leads to deliver sessions together for joined up thinking</p> <p>7) Continue to use CPOMs as a system of information sharing</p> <p>8) Attendance at DSL safeguarding briefing meetings lead by the LA in order to keep up skilled around agencies that can support and guidance published. These ideas to be brought into the half termly DSL SLT meetings.</p>	<p>There is a huge amount of research that shows that demonstrates that if children are not in a fit state of mind to learn 40 children in the school (10%) are accessing Thrive.</p> <p>25% of PP children are needing support through Thrive or under the safeguarding umbrella.</p> <p>12 children also access the counselling sessions of draw and talk .</p> <p>EEF Guidance states that “children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time” It is also recognised by the EEF that SEL can have positive impacts on a range of outcomes, including “academic performance, improved attitudes, reduce emotional stress and improve school connection”</p>	<p>SLT Wellbeing working Group Thrive Team Quality Monitoring Thrive Assessments Data captures for this group of children</p>	<p>SLT Thrive Team</p>	<p>February 2020</p>
<b>Total budgeted cost</b>					<p>£39,458.00 – Thrive team £1,195 – Thrive training, £895.00 – CPoms</p>

<b>D: FSM/Non-SEND/Not at ARE</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementati</b>
FSM6 non Send children to make age related expectations this year - 80% of children did inn R,W,M 20% did not.	<p>1) Class trackers to be used regularly by staff in order to ensure that children are on track for end of year and end of key stage expectations. Classroom monitor to be used as an on going "skills gap" assessment tool.</p> <p>2) SLT to analyse data half termly (light touch) in order to ensure interventions/master classes are working effectively. Termly data captures that focuses on groups of children and their attainment and progress.</p> <p>3) Pupil progress meetings to be held with each year group, after data analysis to talk about children who have fallen behind, need further support, or challenged further and adapted interventions/quality first teaching strategies applied. – these children will become the focus within the QMC cycle.</p> <p>4) Using the lessons learnt from the Mastery maths curriculum – introduce how the mastery element can be embedded across all curriculum areas – introduction of the year of excellence</p> <p>5) Continue with collaborative learning spaces, that encourage more able children to participate in challenge based learning sessions.</p> <p>6)Introduction to Oracy and the explicit teaching of talk, to enable children to think analytically about their learning and learn specific skills around debating</p>	<p>20% of our PP children, who are Non SEND, did not meet their age related expectations in some subject areas.</p> <p>These children need to be targeted and accelerated progress made this year, in order to raise levels of attainment.</p>	<p>Quality monitoring Cycle</p> <p>Pupil Progress meetings</p> <p>Data captures</p>	<p>SLT</p> <p>Phase Managers</p>	<p>February 2020</p>
<b>Total budgeted cost</b>					

<b>E: PP Attendance</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance of PP children to rise from 94.7% to 96%	<p>1) A designated teaching assistant who has sole responsibility for attendance will monitor lateness and absence and follow through the schools policies and procedures – information regularly brought to governors to discuss</p> <p>2) Children have access to a breakfast club which is free to the families but subsidised by the school. 150+ children access this everyday, ensuring they are prepared and in school on time</p> <p>3) in order to support families who are vulnerable trips for children are well subsidised by the school, enabling experiences and learning opportunities to be accessed by all.</p> <p>4) Trained speciality teachers in Forest School and PE are utilised in school throughout the academic year in order to raise self esteem, motivation and engagement and drive the desire to want to come to school</p>	<p>Overall school attendance for 2019 was 95.5% - the disadvantaged group however was 94%.</p> <p>EEF guidance on parental engagement states: “ Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes”</p> <p>It is crucial for the school to work alongside parents to help support our children come to school.</p>	<p>Governors meetings – Full Governors and termly meetings with sub committees (Safeguarding)</p> <p>Daily conversations with attendance lead in order to ensure that all children are in school, and if not then we are aware of the reasons why.</p>	SLT PW	February 2020
<b>Total budgeted cost</b>					£12,104.00 – staffing costs, £14,954.00,- Breakfast club costs £586.68 – Trips subsidy, £63,395– specialist trained staffing

1) 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																									
<p><b>i: To raise the attainment and progress measures of disadvantaged children so that they are in line with their non disadvantaged peers.</b></p>	<p>A rigorous NQT programmes to support 3 NQT's</p> <p>Additional teaching staff for 1/2 term in upper Key Stage 2</p> <p>A basic skill curriculum embedded and consistently taught across school</p> <p>Effective quality feedback</p> <p>Effective use of data to inform planning and monitor progress-tracking every child from their starting point and provide correct intervention if a child falls behind</p> <p>Quality support with planning from leads on how to 'support and challenge' for maximum impact to all learners</p> <p>Targeted intervention programmes e.g 1st class@writing and success@arithmetic by specialist TA's and additional booster sessions/intervention</p>	<p>All criteria and actions were implemented and the RAG rating shows the impact that these approaches had. Evidence would suggest that in the groups where additional teachers/support were placed outcomes were raised – and systems are in place for monitoring.</p> <p>School data shows that:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>PP NA</th> <th>Non PP NA</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>52%</td> <td>70%</td> <td>56%</td> <td>74%</td> </tr> <tr> <td>Phonics</td> <td>65%</td> <td>82%</td> <td>71%</td> <td>84%</td> </tr> <tr> <td>KS1RWM</td> <td>45%</td> <td>62%</td> <td>50%</td> <td>69%</td> </tr> <tr> <td>KS2 RWM</td> <td>47%</td> <td>75%</td> <td>51%</td> <td>70%</td> </tr> </tbody> </table>		PP	Non PP	PP NA	Non PP NA	EYFS	52%	70%	56%	74%	Phonics	65%	82%	71%	84%	KS1RWM	45%	62%	50%	69%	KS2 RWM	47%	75%	51%	70%	<p>.Teachers needed to be informed more clearly of starting points and class trackers have been set up this academic year to capture a childs profile (status, Prior Attainment and end of year target – also tracking of interventions ) has been created for ease of access.</p> <p>SLT needed to have light touch data captures on a more regular basis in order to react more effectively to needs of children's and gaps in learning.</p> <p>This approach needs to continue, just strengthened.</p>	
	PP	Non PP	PP NA	Non PP NA																									
EYFS	52%	70%	56%	74%																									
Phonics	65%	82%	71%	84%																									
KS1RWM	45%	62%	50%	69%																									
KS2 RWM	47%	75%	51%	70%																									



<p><b>ii Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are PA decreases</b></p>	<p>Maintain and fully fund our free breakfast club.</p> <p>Dedicated attendance team working with families in a multi-agency approach</p>	<p>These actions were fully met and continue to contribute significantly to this area of concern. Attendance of PP children is and will be an area for constant review.</p>	<p>These systems will continue into this academic year and we will start to look at how thrive can link more with family members. As research states – family support is crucial to raising outcomes.</p>	
<p><b>lii To further increase parental engagement of our most vulnerable families</b></p>	<p>Family Thrive Thrive lead to be trained in 'family thrive' which will enable her to facilitate family workshops</p> <p>Continue to fully promote all school/class events</p>	<p>These actions were fully met and continue to contribute significantly to this area of concern. Attendance of PP children is and will be an area for constant review.</p>	<p>These systems will continue into this academic year and we will start to look at how thrive can link more with family members. As research states – family support is crucial to raising outcomes.</p>	
<b>Total budgeted cost</b>				£208,780







