

Pupil premium strategy statement – STANDLAKE CE PRIMARY SCHOOL 2018



1. Summary information					
School	Standlake CE Primary School				
Academic Year	2018/19	Total PP budget	£24,640	Date of most recent PP Review	Jul 18
Total number of pupils	134	Number of pupils eligible for PP	17	Date for next PP Strategy Review	Jul 19

The pupil premium (introduced in 2011) gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.

In 2018 – 19 financial year, schools received £1320 for each primary child registered as eligible for free school meals or at any point in the last 6 years, £300 for each pupil whose parents are currently in the armed forces and £1,900 for each pupil who is looked after or in care.

At Standlake CE Primary school the deputy head teacher (Mrs Stacey Conroy) works as our PPG lead, which includes monitoring and the planning the provision for children entitled to the Pupil Premium Grant. We also have a designated Governor for Pupil Premium, Mary Wallbutton.

2. Current attainment		
Attainment for 2017-18 (whole school)	<i>Pupils eligible for PP (21)</i>	<i>Pupils not eligible for PP (93)</i>
Progress in reading	67%	79%
Progress in writing	43%	69%
Progress in maths	62%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To further develop teaching and additional provision/ support for pupils below ARE
B.	To ensure children have equal opportunities with their peers to access extra-curricular opportunities
C.	Social and emotional intelligence
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP children – 95.8 (whole school 96.8)

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Further development of teaching and additional provision/support for pupils below ARE so they make rapid progress and reduce the difference in peer achievement	<ul style="list-style-type: none"> - All pupils to make a minimum of 4 STEPS progress with 56% of the children making more than 6 STEPs - All children have the appropriately differentiated work - Where appropriate, the children are receiving the necessary intervention based on assessment
B.	To ensure children have equal opportunities with their peers to access extra-curricular opportunities	<ul style="list-style-type: none"> - Increase in PPG pupils attending extra-curricular activities. - Increase in CLESS assessment scores - Anecdotal evidence
C.	To develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions appropriately.	<ul style="list-style-type: none"> - CLESS assessments - Data will show that children will make good or better progress from their starting point.

5. Planned expenditure					
Academic year		2018 – 19			
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					
i. Support and provision					
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?
Further development of teaching and additional provision/support for pupils below ARE so they make rapid progress and reduce the difference in peer achievement	Quality first teaching	If children are receiving high quality teaching in the classroom then they will make more than expected progress.	Monitoring of teaching, books and pupil progress meetings. Teachers to mark PP books first to ensure high quality feedback.	All teachers Deputy/ Head	Deputy and PP Governor three times a year (Dec, March and June)
	TA support for class support and intervention PiXL programme (£1,000)	CTs to look at statement gaps and children's work and deploy Tas to where they see necessary to support learning during lessons, as well as identifying gaps in learning for PiXL therapies to be used.	Effective use of Tas during morning session for in class support and PiXL therapy's.	All teachers/TAs	Assessment points – Head, Teachers, Gov
	Lexia for highlighted children (year 2/3) (£3000)	Children to work through the programme to support spelling and reading which is tailored to the children's individual needs.	Children's usage to be check and monitored by Deputy	Deputy / Miss Cuddy	Termly
	Booster sessions for Year 6 Dyslexia resources (£1000)	Highly focused sessions To give whole staff training and build resources within the school and to teach dyslexic PPG children and others across the school more effectively.	Monitoring of data SENCO to monitor teaching and use of resources.	Deputy / Head SENCO	Assessment points
Total budgeted cost					£15,000

ii.					
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?
PP children have equal opportunities with their peers to access extended curriculum opportunities	Parents supported with the cost of activities including residential trips, clubs etc.	Outdoor adventure learning adds 3 + months (Sutton Trust) whilst sporting activities adds 2+. The rationale also is to support those children's self-esteem.	Monitor take up of activities and ensure all families are aware of this facility. More clubs to be run by teachers and encourage uptake by children	Deputy Business manager	Deputy and PP Governor three times a year (Dec, March and June)
Total budgeted cost					£3000
iii. Other approaches					
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?
Increased attendance	Monitoring of attendance (2 families)	If attendance is improved then this will improve attainment of PP children. This will then help towards more children achieving ARE.	Head, Deputy and class teachers will collaborate with parents to ensure we work together with families to ensure attendance is improved to at least national.	Deputy head Head Teacher	Termly
Total budgeted cost					£0

6. Review of expenditure				
Previous Academic Year		2017 – 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Rapid progress made by all PP pupils (minimum of 6 steps aspirational 7+)	Quality first teaching TA support for Guided group support if necessary	From lesson observations, teachers and Tas can identify who the PPG children are in their classes and have a good understanding of their needs and next steps.	More work needs to be completed to close the gap between PPG and non-PPG. PiXL across the school for a forensic approach. Further training in curriculum knowledge will enable Tas to provide increased support.	£3000 £100 resources
	Lexia for highlighted children (PPG/SEN)	Children to make rapid progress in their reading and spelling.	Difficult to implement when only a few from each class using it. The number of Ipads required/ times of use. Directed more to the younger children – they seemed to enjoy it more. Problems with parents using it at home.	
	Fresh start programme	Children to make rapid progress with their reading and writing	Very prescriptive programme. Children didn't make as much progress as we intended.	
Total budgeted cost				£16,150
i. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Increased attendance	Monitoring of attendance (2 families)	If attendance is improved then this will improve attainment of PP children. This will then help towards more children achieving ARE.	Letters to parents if attendance is low Governor letters to parents	

PP children have equal opportunities with their peers to access extended curriculum opportunities	Parents supported with the cost of activities including residential trips, clubs etc.	Outdoor adventure learning adds 3 + months (Sutton Trust) whilst sporting activities adds 2+. The rationale also is to support those children's self-esteem.	More clubs/ variety of clubs to be run by teachers and encourage uptake by children. More parent's aware funds that are available to them.	£2450 – clubs and music lessons £1600 – educational visits
Total budgeted cost				£4,050

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.