

Pupil Premium Strategy Statement: Standlake CE Primary School 2019

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.

1. Summary information for previous year					
Academic Year	2018/19	Total PP budget	£24,640	Date of most recent PP Review	September '19
Total number of pupils	130	Number of pupils eligible for PP	14	Date for next PP Strategy Review	July 2020

2. Previous Whole School Attainment				
	Pupil Premium Pupils		Non-Pupil Premium Pupils	
	2019 (14 Pupils)	2018 (21)	2019 (94 pupils)	2018 (93)
% achieving expected standard or above in Reading	57%	31%	83%	79%
% achieving expected standard or above in Writing	28%	14%	77%	65%
% achieving expected standard or above in Maths	57%	36%	79%	73%
Good Levels of Development (EYFS)	50% (2 out of 4 pupils)	100% (1 out 1 pupil)	84% (11 out of 13 pupils)	80% (18 out of 20 pupils)

3. Previous Whole School Progress				
	Pupils eligible for PP (11)		Pupils not eligible for PP (94)	
	July 2018 to July 2019 (14)	July 2017 to July 2018 (21)	July 2017 to July 2018	July 2018 to July 2019
*Expectation is for 6 STEPs progress				
Average 'STEPS'* progress in Reading	6.1	4.9	6.1	5.2
Average 'STEPS'* progress in Writing	5.2	4.6	5.8	5.0
Average 'STEPS'* progress in Maths	6.0	5.3	6.0	5.2

4. Barriers to future attainment and progress (for Pupil Premium children)	
Barriers to learning that can be addressed in school	
A	75% (14/19) of our pupils have language and communication (knowledge, vocabulary, comprehension, expression) as a barrier
B	68% (13/19) of our pupils who have attention and concentration as a barrier
C	63% (12/19) of our pupils may have insecure attachment and friendships (specifically group collaboration & empathy) as a barrier
D	57% (11/19) of our pupils have 'esteem' (confidence, resilience, sharing concerns, independence) as a barrier
E	52% (10/19) of our pupils who have specific learning difficulties as a barrier (26% are on the SEND register)
Barriers to learning that may require action outside of school	
F	73% (15/19) of our pupils may have families that have challenges to supporting their child's education as barrier
G	68% (12/19) of our pupils may have an understanding of the wider world (cultural capital) as a barrier

5. Outcomes (Desired outcomes and how they will be measured)		Success criteria: Raised attainment, better progress and...
A.	Pupils improve their oral language skills so that they are able to access the wide curriculum	<ol style="list-style-type: none"> 1. Teachers develop 'vocabulary rich' teaching practice and environment 2. Pupils in 1-2-1/group Speech and Language interventions make progress
B.	Pupils concentration and attention improves during teaching so that no learning time is wasted	<ol style="list-style-type: none"> 1. Pupils improve on their CLESS Assessment, particularly 'Learning' 2. Class observations evidence good concentration and attention skills
C.	Pupils develop more secure attachments with staff and peers in school so that friendships develop and they can learn more effectively through group work collaboration	<ol style="list-style-type: none"> 1. Pupils improve on their CLESS Assessment, particularly 'Social' 2. Pupils are observed working effectively during group learning 3. Pupil & Parent questionnaire scores improve
D.	Pupils have greater confidence, resilience and independence so they are able to tackle their learning more effectively	<ol style="list-style-type: none"> 1. Pupils improve on their CLESS Assessment, particularly 'Emotional' 2. Pupils are observed working effectively in group learning 3. Pupil & Parent questionnaire scores improve
E.	Pupils have their specific learning needs supported and, where possible, addressed so that they are able to access the wider curriculum	<ol style="list-style-type: none"> 1. SEND pupils meet their Pupil Profile targets 2. Pupils make progress in the additional interventions (Personalised Learning Time)
F.	Families are able to support their child's learning so there is closer collaboration between school and home and the children make better progress	<ol style="list-style-type: none"> 1. Parents know how to support their children's learning better 2. All parents attend parent meetings 3. Home Learning is completed
G.	Pupils are able to access a broad range of experiences and activities so that they are able to draw on them in their learning and social skills	<ol style="list-style-type: none"> 1. A higher number of children participate in extra-curricular activities 2. All pupils access school trips 3. Families make use of activity days during the weekend and holidays

6. Planned expenditure for the academic year 2019-20

Support and provision

Desired outcome	Chosen action / approach	Evidence & rationale for this choice?	Monitoring	Lead	Review
A. Pupils have the knowledge and skills to improve their receptive and expressive communication skills so that they are able to access the wide curriculum	Staff training (Friday Enrichment Programme) from Speech and Language Therapy service on extending pupil vocabulary and the use of structured questioning in the classroom	You have to be able to 'speak it' before you can 'read or write it'. Our teachers believe that 75% of the PP children lack the language skills necessary to be able to speak, read and write in an age related way.	Pupil Premium Grant Governor termly meetings	Head Deputy Governor	Termly
	1-2-1 additional tuition from the Speech and Language Therapy service (Buy-Back)	Education Endowment Foundation research demonstrates moderate impact for very low cost, based on extensive research.	Lesson observations		COST: £1000
B. Pupils concentration and attention improves during teaching so that no learning time is wasted	Staff training (Friday Enrichment Programme) on supporting teachers to use the appropriate strategies to support children with attention and concentration needs.	You have to be focused on what is being said and done to be able to engage in the teaching and learn effectively. Our teachers believe that 68% of the PP children lack the necessary attention and concentration skills to work effectively	Lesson observations	Head Deputy Governor	Termly
			Planning		COST: £1000
C. Pupils develop more secure attachments with staff and peers in school so that friendships develop and they can learn more effectively through group work collaboration	Staff training (Friday Enrichment Programme) around Maslow's Hierarchy of Needs and strategies to support attachment/relationship building	If you do not feel that you are loved and belong somewhere you do not have the emotional security to engage with daily tasks and activities. Our teachers believe that 63% of our PP children lack this basic need.	Pupil Premium Grant Governor termly meetings	All staff	Termly
					COST: £500
D. Pupils have greater confidence, resilience and independence so they are able to tackle their learning more effectively	Staff training (Friday Enrichment Programme) around Maslow's Hierarchy of Needs and strategies to support self-esteem, including adaptive teaching strategies and metacognition	The children need to have high levels of self-esteem to have the emotional resilience to tackle tasks and activities independently and not be afraid to make mistakes. 57% of our PP children lack this. Evidence (EEF) show metacognition has impact.	Pupil Premium Grant Governor termly meetings	All staff	Termly
					COST: £1000

Pupils have their specific learning needs supported and, where possible, addressed so that they are able to access the wider curriculum	<p>Staff training (Friday Enrichment Programme) on adaptive teaching strategies, feedback,</p> <p>Employ an HLTA SEND member of staff with the focus on SEND pupil intervention and in class support.</p> <p>TA hours directed towards supporting Personalised Learning Time in the classroom</p> <p>Additional reading intervention support for focus children, including ARCH</p> <p>Resources to support teaching and pupils, including PiXL and Lexia programmes</p>	<p>Supporting children with appropriate adapted teaching strategies in the classroom is a more inclusive and effective approach. 52% of our children have specific learning difficulties. 26% are on the SEND register.</p> <p>Some children need additional intervention with follow up back in the classroom to be able to access the curriculum effectively and make progress</p> <p>Extensive research (EEF) demonstrates the significant impact and learning</p>	<p>Pupil Premium Grant Governor termly meetings</p> <p>SEND Governor termly meetings</p>	Head Deputy	Termly
					COST: £10,000
Families are able to support their child's learning so there is closer collaboration between school and home and the children make better progress	<p>Personalised approach to each family depending on their individualised needs but with a focus on developing regular reading in the family</p>	<p>Parental engagement and support requires careful planning and relationship building. Parents with the appropriate level of engagement in school will have a positive impact on the child's learning</p> <p>Extensive research (EEF) demonstrates the</p>	<p>Pupil Premium Grant Governor termly meetings</p> <p>SEND Governor termly meetings</p>	Head Deputy	Termly
					COST: £1000
Pupils are able to access a broad range of experiences and activities so that they are able to draw on them in their learning and social skills	<p>Funding of children to attend extra-curricular activities so that they can develop friendships and social skills, including collaboration, with a mix of children</p> <p>£300 per pupil budget</p>	<p>We want to develop the children's 'Cultural Capital' so that they have the life experiences to draw on in their play, socialisation and learning. Complemented by support for their language development</p>	<p>Pupil Premium Grant Governor termly meetings</p> <p>SEND Governor termly meetings</p>	Head Deputy	Termly
					COST: £5700
Total budgeted cost					£20,200

7. Review of expenditure for the previous academic year 2018 to 2019: IMPACT

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Desired outcome	Action /approach	Estimated impact	Lessons learned	Cost
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 TA support for class support and intervention PiXL programme (£1,000) Lexia for highlighted children (year 2/3) (£3000) Booster sessions for Year 6 Dyslexia resources (£1000)	If children are receiving high quality teaching in the classroom then they will make more than expected progress. 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. Children to work through the programme to support spelling and reading which is tailored to the children's individual needs. 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.	See attainment and progress data on page 1 Progress is better than last year, however still not enough to narrow the gap with their peers. PiXL resources still being embedded but are having an impact on the children. The majority of PPG children made progress in their PiXL assessments throughout the year. Lexia: Children used programme more this year due to it being in 1 class. Booster sessions for year 6 were successful – tailor more to individuals rather than whole class/ more staff involved. Staff using training to impact their teaching for individuals in their classes.	£15,000
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.	Each child given £300, meetings/ telephone calls with all parents. It was easier to spend for the older children due to more trips etc. There needs to be more targeted support for those families who did not access more of the extra-curricular activities. It is hard to measure the impact of this 'softer' action but anecdotally it benefitted the children.	11 x £300 = £3,300 4 x £15 for reception trip Uniform for children £20
Increased attendance	Monitoring of attendance	If attendance has improved, then this will improve attainment of PP children. This will then help towards more children achieving ARE.	Attendance has improved for the majority of PP children but took a dip overall because of the significant absence of two children from one family. Their poor attendance had a bigger impact on a smaller cohort of PP children this year	N/A
The biggest and most significant lesson learnt in 2018-19 was that we need to be far more analytical in identifying the individual needs of the children and the barriers to their learning before deciding on the action to take to support them narrow the gap with their peers. Whilst we are pleased that the attainment and progress has improved in the previous year we still feel there is more we can do.				
Total spent 2018/19				£18,380

