



Stanhope Primary School
Pupil Premium Grant 2016 – 2017

Stanhope Primary School is committed to ensuring maximum progress for all groups of pupils and strives to close any gaps in achievement. Having a clear, strategic approach to the use of Pupil Premium funding ensures that the correct support and strategies are identified to ensure progress.

The Government provides Pupil Premium funding to all schools.

This is in addition to main school funding. Its purpose is to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

The Pupil Premium is allocated to schools based on the number of students who are known to be eligible for free school meals and children who have been continuously looked after for more than six months.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Pupil Premium is used to support free school meal and looked after students at Stanhope Primary School. The following provides an overview of:

- funding received
- allocation to improvement priorities
- impact on improving outcomes

For the financial year April 2016 - 2017 the school's allocation of Pupil Premium was £146,820. 53.3% of students at Stanhope Primary School were eligible for Pupil Premium.

In addition there is an Early Years Pupil Premium which equates to £5438.

How the 2015 - 16 academic year's allocation was spent and how the allocation is being spent 2016 – 17.

- One to one support
- Targeted intervention groups
- Identification of a Teaching and Learning Lead
- Identification of a Home-School Liaison member of staff
- Identification of Intervention Group Lead
- Resources – for example, reading schemes, independent English and Maths resources and additional assessment material

- Personalised curriculum
- SEN resources

The effect of the expenditure on the educational attainment of those pupils at the school for whom the grant funding was allocated is that children are regularly assessed both socially and academically and those who are seen to be falling behind have specific interventions and resources both in terms of staff and equipment that will help to narrow the gap. Our published data endorses that fact that we are making significant efforts to ensure that all our children achieve.

Our Aims:

The targeted and strategic use of Pupil Premium will support us in achieving our aim of helping every child to achieve their full potential. As a school, we do this by:

- Assuring the best possible delivery of learning experiences in the classroom
- We have a range of group and individual interventions designed to support those with identified needs.
- We try to offer a rich and varied selection of activities designed to engage and motivate pupils, raising their own aspirations as well as creating a positive view of learning for all children.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of pupils are adequately assessed and addressed
- In making provision for any disadvantaged pupil, we recognise that not all pupils who receive free school meals (FSM) will be disadvantaged - therefore for the purpose of this policy FSM children will include past as well as current recipients of that entitlement.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. As a school, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Any identified group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited staffing and resources means that not all children receiving free school meals may be in receipt of Pupil Premium interventions at any one time.

Provision

The range of provision the Governors may consider making for this group could include:

- **Achievement and Standards** work including additional class based or focussed intervention work to accelerate progress of targeted groups or individuals
- **Teaching and Learning Support Assistants** to enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Learning needs
- **Pastoral work** through circle time and activities in class to raise self esteem, extend their personal skill set and support children to make appropriate choices in order to maximise learning opportunities
- **Out of Hours Activities** to ensure that children are given a full opportunity to develop other talents in sport, creativity and other activities that may improve self confidence and motivation for learning.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. Pupil Premium resources may also be used to target able children on FSM to achieve Mastery.

Reporting

It will be the responsibility of the Head Teacher to produce regular reports for Governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils
- An outline of the provision in place at the school
- An evaluation of the impact, in terms of the progress made by the pupils receiving a particular provision

The Governors of the school will ensure that there is an annual statement to parents on the school's website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out being mindful of any requirements published by the Department for Education.

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The Government introduced Pupil Premium funding to provide additional funding for the following children:

Children in receipt of free school meals

Children in receipt of free school meals at any point in the past six years

Children looked after for one day or more including children who have been adopted from care or leave care under a Special Guardianship or Residence Order

Children whose parent(s) are or have since 2011 served in the armed forces.

Financial Year	Amount of Pupil Premium Funding
2016-2017	Reception – Year 6 £146,820 Early Years £5438

	2016-2017
Total pupils on roll	231
Percentage of FSM	53.3%
Number of FSM pupils eligible for Pupil Premium	102
Number of Looked after/adopted from care children eligible for Pupil Premium	0
Number with SEN	25
Number of More Able	4

Group	Amount
FSM	70
LAC	0
Adopted from Care	0
Ever 6	106
Number of Girls	57
Number of Boys	49

Year Group – Pupil Premium Numbers	Current attainment		
Reception – 16 Year 1 – 12 Year 2 – 16 Year 3 – 15 Year 4 – 14 Year 5 – 17 Year 6 – 12		Pupils eligible for PP	Pupils not eligible for PP
	Number of children attaining the expected standard in reading-cohort	44.4	75
	Number of children attaining the expected standard in writing-cohort	72.2	75
	Number of children attaining the expected standard in maths-cohort	72.2	75
Pupil Premium used for:	Success Criteria		
<ul style="list-style-type: none"> • 1:1 support • Small group work • Intervention group • ICT programmes: Mathletics, Education City, Reading Eggs, Espresso, Wordshark etc • Reading support • Behaviour support • Attendance and punctuality support • Additional resources • After school club • Breakfast club • External support • External enrichment (eg music) • Reading challenge • Subsidising of school trips • Environmental changes • Forest School 	<ul style="list-style-type: none"> • Early intervention and support for disadvantaged children. • The vast majority of disadvantaged children meet their individual targets. • Effective parental/pupil/school support • Effective system for identifying, assessing and monitoring pupils • Have a whole school approach • Create a positive school ethos in which pupils' differences are recognised and valued • Develop confident and independent learners. • Attainment of disadvantaged pupils to be at least in line with local and national averages. • Close the gap in attainment of reading for pupils in receipt of Pupil Premium compared to Non Pupil Premium Pupils 		

Internal Barriers	Interventions
<ul style="list-style-type: none"> • Social and emotional needs of families • Limited language skills of children • Poor range and use of vocabulary • Poor inference and deduction skills 	<ul style="list-style-type: none"> • CPD for staff regarding the teaching of reading • All staff promote the love of reading and reading widely • Identified staff work with identified children 1:1 and group support • Partner and group discussions • Guided reading groups daily – teacher skilfully questioning • All staff modelling excellent verbal skills • Targetted questions in lessons • Monitoring the effectiveness of the teaching of reading • Daily reading – either novel or book • Release time for staff to network with staff in other schools • Resources and training for staff • Word of the Week and Author of the Month • Boosters sessions during school day and outside of school day • New library set up and used and library time with Reception parents • Reading challenges for Reception to Year 6 launched • Support groups of identified pupils e.g. Let's Get Cooking • Year 6 Breakfast club during test week (subsidised) • After school clubs • Intervention groups for the teaching of reading • Parental workshops • Focussed Enrichment days/week <ul style="list-style-type: none"> - Shakespeare Week - Friendship Week - World Book Day - Beat the Winter Blues Day - Science Week

External Barriers	Interventions
<ul style="list-style-type: none"> • Social and emotional needs of parents from vulnerable families • Limited enrichment experiences 	<ul style="list-style-type: none"> • All staff trained with Early Help process supporting children and families • Home School Liaison Officer supporting many families <ul style="list-style-type: none"> - Advice and support - Attendance - Absence - Signposting to other agencies • Attendance initiatives encouraging positive attendance including rewards and cinema visits • Emotional Resilience Team supporting identified pupils • Forest school opportunities provided by trained staff enabling access to an alternative learning experience • Staff appointed providing <ul style="list-style-type: none"> - 1:1 support for vulnerable children - Small group support - Support during lunchtime • Visitors into school providing wider experiences <ul style="list-style-type: none"> - Fire and Safety - Community Police - Father Thompson - School Nurse • Educational visits throughout the year for all classes subsidised by school <ul style="list-style-type: none"> - The Word - South Shields Town Hall - Shildon Locomotion – National Railway Museum - South Shields Museum - Apple Store - Farm - South Shields Seafront - Discovery Museum Newcastle - Beamish • Enrichment focus in school <ul style="list-style-type: none"> - Fair-trade week - Friendship Week - Harvest festival - Christmas productions and celebrations

Breakdown of Allocation	Actual Impact	
<p>This academic year the main focus is to continue the quality of support for individuals and groups in order to maintain upward trends and above national average outcomes in reading, writing and maths so that by the time the pupils end their Stanhope Primary learning journey they are at least on a par with their local and national peers.</p>		
<p>The focus was to extend the quality of support for individuals and groups in order to maintain high standards in expected progress in reading, writing and maths, to maintain the high standards in above expected progress in reading and writing and to close the gap for more able children in maths.</p>	<p>Staffing costs £140,500</p>	<p>Actual Impact – to be reviewed with end of year data</p>
<p>Highly skilled support staff to provide additional support for identified children.</p>	<p>Included in above staffing costs</p>	
<p>1:1 tuition and support. This can range from wellbeing to having an academic focus, depending on the need of the identified child.</p>	<p>Included in above staffing costs</p>	
<p>Small intervention groups for maths and English skills</p>	<p>Included in above staffing costs</p>	
<p>Booster groups for maths and English in year 6</p>	<p>Included in above staffing costs</p>	
<p>Home school Liaison Officer to monitor lateness and attendance and provide family support</p>	<p>Included in above staffing costs</p>	
<p>Provision of ICT programmes to support learning: Mathletics, Education City, Reading Eggs, Espresso, Wordshark etc</p>	<p>£3,000</p>	
<p>Subsidising of school visits if there is any under payment (sufficient contributions must be made to ensure viability for curriculum based opportunities)</p>	<p>£2,000</p>	
<p>Extended School provision providing after school sports opportunities through Sports Development</p>	<p>£2,000</p>	
<p>Release time for staff to network with other schools</p>	<p>£2,000</p>	
<p>Resources and training for staff</p>	<p>£2,000</p>	
<p>Forest School</p>	<p>£2,000</p>	
<p>Resources for Reading Challenge Award Scheme</p>	<p>£2,000</p>	

Monitoring the impact

Pupil Premium children and others are monitored closely through termly tracking and progress sheets. These are reviewed at Pupil Progress meetings with the Head Teacher, Deputy Head and class teacher. On-going impact is measured through intervention programmes. These are amended termly to meet the needs of the pupils. Governors monitor the impact termly through reports from the head teacher and the deputy head teacher.

Termly review dates: 20.9.16, 9.1.17 and 2.5.17

Progress against “closing the gap” is analysed by the Senior Leadership Team annually. Outcomes are fed into the next School Improvement Plan.