

Stanhope Primary School pupil premium strategy statement 2018-2019

1. Summary information					
School	Stanhope Primary School				
Academic Year	2018-2019	Total PP budget	£161,340	Date of most recent PP Review	Sept 2018
		EYFS	£5,740		
		1 Service Child	£300		
Total number of pupils	228	Number of pupils eligible for PP	122	Date for next internal review of this strategy	Sept 2019
		FSM	122		
		Ever 6	128 B=42 G=86		
		Girls	28		
		Boys	36		

2. Current attainment – end of academic year 2017-2018		
In the Year 6 cohort out of 27 pupils 56%(15 children) were eligible for Pupil Premium (filtered data)	<i>Pupils eligible for PP (school) 15 children</i>	<i>Pupils not eligible for PP (school) 12 children</i>
% Achieving expected standard in reading, writing and maths	53%	59%
Made at least expected progress in Reading%	60%	50%
Reading progress measure for all children	+1.6	
Achieving the expected standard in Reading	70.4%	67%
Reading Scaled Score for all children achieving expected	101.9	
Reading Scaled Score for PP children achieving expected	101.5	
Made at least expected progress in Writing %	77.8%	67%
Writing progress measure for all children	+2.5	
Made at least expected progress in Maths %	60%	75%
Maths progress measure for all children	+2.6	
Achieving the expected standard in Maths %	63%	75%
Maths Scaled Score for all children achieving expected	103.8	
Maths Scaled Score for PP children achieving expected	101.3	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	To support the social, emotional and well-being needs identified of the pupils in order for the pupils to feel confident and have a sense of belonging and connectedness before their learning can be effective.	
B.	Limited access to enriched life and cultural experiences that restricts understanding of the curriculum, academic attainment and aspirations.	
C.	Basic skills, including communication and language, are lower for pupils eligible for PP. This impacts on the progress of reading, writing and mathematics	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Home learning environments are not always supportive for children learning away from school. Some parents/carers need support with their literacy and numeracy skills so then they can support their children's learning. Any workshops and open events, parents need to feel comfortable and confident to come into school and interact with all staff.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Early Years Foundation Stage and ensure language and communication skills are built upon as they move through the school. Target speech and language support for pupils within EYFS and KS1 where language is a barrier. Liaise with speech and language therapist.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Children interact well with both their peers and adults, they can ask questions and describe what they are doing (Learning Journals and staff observations)
B.	Ensure sustained improvement and accelerated progress across a broad and balanced curriculum. Continue to improve the percentage of PP at expected level in reading. Improve the percentage of PP at expected level in mathematics	70% PP children gain expected standard in combined Reading, Writing, Mathematics 60-64% of PP to achieve expected and 14-21% PP to achieve higher score in reading and in mathematics
	Embed the quality of outstanding teaching in the core skills so that above national average outcomes is achieved. In particular within all mathematics lessons throughout the school, teachers and staff to promote the use/stronger emphasis of mathematical vocabulary within lessons	70% PP children gain expected standard in combined Reading, Writing, Mathematics. All teaching is outstanding, children know the next steps of their learning and know what to do to improve.
C.	Social, emotional and well-being needs are met of identified pupils so these pupils feel supported, listened to, confident and connected at school. Children are resilient and are able to face a variety of challenges. Children are supported by all staff, in particular Social, Emotional and Wellbeing Support Assistant.	All Pupils are motivated and demonstrate a sense of commitment, motivation and they are resilient to challenges faced. These pupils achieve academically as well as their peers and in line with National Averages. All Children feel valued and cared for, they are able to face challenges and are resilient.
D.	Bespoke parental workshops/support to support parents with strategies as to how they can help their children. Parents/carers fully engage with workshops and supporting children at home	Parents know and understand how they can help their children both at school and at home with their work and know how to show their children strategies with any challenges faced. Parents

		feel confident to seek help from all staff.
E.	Provide all groups with an outstanding start to their education in Stanhope Primary Early Years, with a focus on boys' progress	70% PP children have Good Level of Development. All children are motivated, enthusiastic and are excited about all aspects of their learning. The children enjoy their learning and it is fun, staff interact with all pupils and there is a balance between child initiated and adult led activities.

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. Quality of teaching for all					
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?
Improve language skills gaps in EYFS	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS Implement intervention groups. Staff focus on extending vocabulary	The majority of children have low attainment on entry to nursery in all areas but especially in communication and language. A significant number of children start nursery with speech and language difficulties, some are already receiving therapy and have specific targets. 100% of children starting nursery are working below the 30-50months expected. Also, many families have limited access to enriched life and cultural experiences at school. Limited vocabulary impedes progress in all aspects of the EYFS and primary curriculum. Raising Early Achievement in Literacy (REAL) course	SLT review meetings Tracking and monitoring progress Pupil Progress meetings – termly Observations Phase meetings - weekly Workshops for Parents	EYFS Lead English Lead	Regular PP meetings with staff Nov 2018 Jan 2019 March 2019 May 2019
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Quality first teach Targeted interventions	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing and within particular cohorts don't make the same progress within maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. All staff have high expectations and standards, teaching and support is tailored to suit the needs of the pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning. Support from LEA Literacy and Mathematics Leads	English lead Head Teacher	Fortnightly meetings with staff, HT and DHT Nov 2018 Jan 2019 March 2019 May 2019

Total budgeted cost

£15,000

ii. Targeted support

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?
<p>Improved oral language skills in reception</p> <p>Improved progress for high attaining pupils</p>	<p>1 to 1 and small group provision of Early Language Intervention for children in EYFS</p>	<p>Some of the students need targeted support to catch up. These programmes has been independently evaluated and shown to be effective in other schools. ECAT, Blast 1 Blast 2</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local schools which have used the programmes to identify any potential barriers to good implementation. Networking</p>	<p>Reception class teachers English Lead EYFS Lead</p>	<p>Review half termly Oct 2018. Dec 2018 Feb 2019 April 2019</p>
<p>Support for identified children and their families when domestic life is preventing children from accessing their learning (continued from last year)</p>	<p>Highly skilled support staff to provide and deliver well-being programmes</p> <p>1:1 tuition and support that is bespoke to the individual Appoint an additional emotional lead</p>	<p>On measuring the number of vulnerable children in England Children's Commissioner July 2017</p> <p>LA Early Help training 2016</p> <p>Mental Awareness Training (C Hardy)</p> <p>Ofsted survey: Unknown children destined for disadvantage 2016.</p> <p>Stanhope Primary's monitoring and observations highlight that many pupils need emotional support, especially at the start of the school day and at times during the school day.</p>	<p>Safeguarding Team meetings</p> <p>Emotional wellbeing update meetings</p> <p>Half termly staff updates</p> <p>Class review meetings</p>	<p>Safeguarding and Attendance Lead Social, Emotional and Wellbeing Lead Head Teacher</p>	<p>On-going reviews Termly SLT meetings</p> <p>Termly data review meetings</p> <p>Early Help data</p> <p>Safeguarding Information</p> <p>Monthly meetings with Safeguarding Lead and with Social, Emotional and Wellbeing Lead</p>

Raise academic attainment of children who are not on track to reach the expected standard and to raise attainment so that more able children reach greater depth	Small focussed intervention / acceleration groups for reading, writing and maths. Y6 SATs Club Homework Club Breakfast Club Staff training	NFER report supporting the attainment of PP pupils showed 18.8% increase in outcomes using paired or small group teaching. Data from school tracking and PP meetings	SLT review meetings Tracking and monitoring progress Pupil Progress meetings Observations Regular (fortnightly) meeting with Year 6 and Y2 class teachers Work scrutiny	Head Teacher Deputy Head Teacher Key Stage Leads	Pupil progress meetings Discuss progress of cohorts at SLT Meetings, commence October 2018
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Total budgeted cost **£131,000**

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?
Improve and Maintain attendance rates. 2017-2018 attendance = 96.1% To improve this to 97%	Safeguarding and Attendance Lead to monitor pupils and follow up quickly on absences. First day response provision.	Attendance is crucial for success Attend to achieve approaches across the school year. Identify any particular child/family or class and provide necessary support. Attendance is crucial for attainment, achievement and success.	Thorough briefing from lead about existing absence issues. Staff, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Targeted intervention and support for identified families. Weekly attendance percentages shared with pupils Initiatives on going through the year, Attendance Week/Month.	Safeguarding and attendance Lead	Sept 2019 Weekly attendance chart for year group displayed in school. Meet monthly with Safeguarding and Attendance Officer
All pupils demonstrate outstanding behaviour in all aspects of their education, any behaviours not appropriate are addressed swiftly and monitored.	Identify a targeted behaviour intervention for identified students utilising specialist staff to engage pupils and parents. Use Safeguarding and Attendance Lead to engage with parents before intervention begins and throughout. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Use of Mindful moment room created Stanhope has had a positive impact on children. Continue initiatives bespoke to Stanhope, children are proud to attend our school, they know they are safe and cared for and this is reflected in their positive behaviours.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Staff able to identify and refer pupils in need of support.	Class teachers Emotional Lead	Sept 2018 Regular updates from specialist staff to teachers and SLT Meet monthly with Social, Emotional and Wellbeing Lead.

Ensure all areas of EYFS learning are fully and appropriately resourced to meet the needs of all groups, especially boys.	Research resources that have the highest impact on the development of thinking Provide opportunities for the development of creative thinkers	Gender specific toys: do you stereotype children? BBC News Aug 17 Ideas to engage boys in mark making Essex County Council 2015 Early Years data of Stanhope Primary School Discussions with EYFS Lead and EYFS staff, what do our children need and how can we support them? (Stanhope Primary SIP/ SEF, other information)	Staff training Leadership time Monitor through SIP reviews and through parent feedback	EYFS lead	Regular updates from specialist staff to teachers and SLT Head Teacher to meet with EYFS Lead
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year		2016-2017 13 disadvantaged pupils in Y6 cohort		
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

PP children to attain and make the same progress as non PP		<p>There were 13 disadvantaged children within the cohort from a total of 27 children. A significant proportion (48%).</p> <p>2016-2017 end of KS2 Results</p> <p>At the Expected Standard PP pupils did not achieve as well as Non PP pupils in all areas. Reading = 50% PP, 27% Non PP Writing = 58% PP, 86% Non PP Maths = 58% PP, 86% Non PP R, W, M = 38% PP, 65% Non PP The major performance gap was within mathematics and writing that significantly impacted upon combined progress levels too.</p>	<p>Continue small group support and interventions for identified children in the year 6 cohort.</p> <p>More support for reading groups and interventions- ensure pupils have stamina to complete the tests.</p> <p>Focus on guided reading throughout the school and bespoke training. Monitored through observations and subject lead and pupil progress meetings All staff more focused on reading assessment criteria when planning and delivering reading sessions</p> <p>Track PP more closely and meet fortnightly with class teacher and DHT to ensure interventions are more focused and any misconceptions picked up swiftly.</p> <p>This cohort of children (2016-2017) has been an unstable cohort, concerns have been, social, emotional and wellbeing support required for many of the pupils, many pupils were referred to the Emotional Resilience Team and were identified as needing 1-1 support. Many pupils have transferred into the class, some have required extra support due to SEND, 4 of which whilst in KS2 moved onto specialist provision. In addition to this, Social Care have been working with 5 families. Lessons Learned – the school has identified a need to employ an assistant to support children and families with Social, Emotional and Wellbeing needs and has created a Mindful Moments Room to support our children and families.</p>	£ £140,500
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ii. Targeted support

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
All pupils including PP pupils at end of year 6 achieve expected standard	Booster groups for Maths and English in Year 6	No did not achieve targets and prediction set the School Improvement Partner/school. Disappointing set of results for (2016-2017) cohort, biggest gaps for Maths and Writing.	Strategies put in place for academic year 2017-2018 have proven to be more successful. DHT working an identified group of pupils and other intervention groups put into place. Booster groups to continue The school's results for this academic year have been much improved and the PP children also performing well.	As part of £140,500

iii. Other approaches

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
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<p>Enrich the curriculum for all pupils including PP pupils</p>	<p>Subsidise school trips if there is under payment so all pupils can experience the wider curriculum and life experiences. Use the Sports Funding to promote resilience, stamina and wellbeing</p>	<p>Yes all pupils experienced and enriched curriculum. More opportunities for Sports, clubs and teams</p>	<p>Continue with the approach Continue with sporting opportunities, sports coaching and team games. Appoint Play Leader for enriched lunchtimes</p>	<p>£2000 £6000</p>
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