**Stanhope Primary School Pupil Premium Strategy Statement 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | **Stanhope Primary School** | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget**  **EYFS** | £175,712  £4,532 | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 200 | **Number of pupils eligible for PP**  **FSM**  **Ever 6**  **Girls**  **Boys** | 129  129  116  59  57 | **Date for next internal review of this strategy** | Sept 2020 |

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| 1. **Current attainment – end of academic year 2018-2019** | | |
| In the Year 6 cohort out of 28 pupils 57%(16 children) were eligible for Pupil Premium (filtered data) | *Pupils eligible for PP (school)*  *16 children (57%)* | *Pupils not eligible for PP (school)*  *12 children (43%)* |
| **% Achieving expected standard in reading, writing and maths** | 94% | 92% |
| **Made at least expected progress in Reading%**  **Reading progress measure for all children**  **Achieving the expected standard in Reading**  **Achieving Greater Depth standard in Reading**  **Reading Scaled Score for all children achieving expected**  **Reading Scaled Score for PP children achieving expected** | 96%  +3.3  94%  25%  105.8  106.5 | 64%  100%  0% |
| **Made at least expected progress in Writing %**  **Achieving the expected standard in Writing**  **Achieving Greater Depth standard in Writing**  **Writing progress measure for all children** | 100%  94%  19%  +2.7 | 92%  33% |
| **Made at least expected progress in Maths %**  **Maths progress measure for all children**  **Achieving the expected standard in Maths %**  **Achieving Greater Depth score in Maths**  **Maths Scaled Score for all children achieving expected**  **Maths Scaled Score for PP children achieving expected** | 100%  +4.2  94%  32%  107.8  108.3 | 57%  100%  25% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | 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. | | |
|  | | 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** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **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. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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) |
|  | Ensure sustained improvement and accelerated progress across a broad and balanced curriculum.  Continue to maintain the percentage of PP at Expected level in Reading.  Improve the percentage of PP boys at Greater Depth in Reading  Improve the percentage of PP boys at Greater Depth in Writing | | 94% PP children gain expected standard in combined Reading, Writing, Mathematics  Maintain the high standards of PP children achieved in Summer 2019 in all subjects through targetted inteventions, booster sessions and Teacher and TA support. |
| 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 | | At least 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. |
|  | 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. |
|  | 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. |
|  | 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. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2019/2020** | | | | | |
| 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. | | | | | | |
| 1. **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 2019  Jan 2020  March 2020  May 2020 |
| Improved progress for high attaining pupils | CPD on providing stretch for high attaining pupils.  Quality first teach  Targeted interventions  After School Sessions  Booster Sessions | At the end of 2018-2019 PP children at Stanhope achieved well in Reading, Writing, Maths and GPAS. PP children achieved better than NonPP in Reading at Greater Depth. PP achieved better than NonPP in Maths at Greater Depth. This demonstrates effective use of PP funding in school. This academic year, repeat the programme for the current cohort of Year 6 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  Co-ordintors monitoring their subjects  Whole school moderation and book scrutiny. | | English Lead  Maths Lead  Head Teacher | Fortnightly meetings with staff, HT and DHT  Nov 2019  Jan 2020  March 2020  April 2020  May 2020 |
| **Total budgeted cost** | | | | | | £17,000 |
| 1. **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?** |
| Improved oral language skills in reception  Improved progress for high attaining pupils | 1 to 1 and small group provision of Early Language Intervention for children in EYFS | 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 | 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 | Reception class teachers  English Lead  EYFS Lead | | Review half termly  Oct 2019.  Dec 2019  Feb 2020  April 2020 |
| Support for identified children and their families when domestic life is preventing children from accessing their learning (continued from last year) | Highly skilled support staff to provide and deliver well-being programmes  1:1 tuition and support that is bespoke to the individual Social, Emotional and Wellbeing Lead in place and supporting children and families | Children’s Commissioner July 2019 – suggests there are 2.3 million children are living with risk because of vulnerable family backgrounds. 829,000 children are ‘invisible’ to services.  <https://www.childrenscommissioner.gov.uk/publication/childhood-vulnerability-in-england-2019/>  LA Early Help training 2016  Mental Awareness Training (C Hardy)  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. | Safeguarding Team meetings  Emotional wellbeing update meetings  Swift Early Help identification and referrals by highly skilled staff.  CPOMS purchased to ensure robust systems continue  Half termly staff updates  Class review meetings | Safeguarding and Attendance Lead  Social, Emotional and Wellbeing Lead  Head Teacher | | On-going reviews Termly SLT meetings  Termly data review meetings  Early Help data  Safeguarding Information  **Monthly** meetings with Safeguarding Lead and with Social, Emotional and Wellbeing Lead |
| 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 2019 |
| **Total budgeted cost** | | | | | | £115, 712 |
| 1. **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.  2018-2019 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.  Social, Emotional and Wellbeing 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 2019  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 and in particular boys identified as Pupil Premium | Research resources that have the highest impact on the development of thinking  Ensure the work force in the EYFS are well qualified and support provided to provide intervention and catch up programmes.  Appoint 2 additional HLTA to support the 2 teachers and other 2 TA’s in the Unit  Provide opportunities for the development of creative thinkers | The Lost Boys 2016 – publication by Save the Children  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** | | | | | | £47,532 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-2018 15 (53%) disadvantaged pupils in Y6 cohort** | | |
| 1. **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 |  | There were 15 disadvantaged children within the cohort from a total of 27 children. A significant proportion (56%).  2017-2018 end of KS2 Results  At the Expected Standard PP pupils achieved better than Non PP pupils in Reading.  Reading = 73% PP, 66% Non PP  PP Pupils didn’t do quite as well in Writing  Writing = 80% PP, 86% Non PP  PP Pupils did not perform as well in Maths  Maths = 60% PP, 75% Non PP  Average Progress Scores for Disadvantaged  Reading = +1.9  Writing = +2.3  Maths = + 1.0  All the attainment gaps between the disadvantaged pupils and others in the school narrowed, the disadvantaged pupils performed better in some areas | Continue small group support and interventions for identified children in the year 6 cohort.  More support for reading groups and interventions- ensure pupils have stamina to complete the tests.  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  Continue to track PP more closely and meet fortnightly with class teacher.  All staff when available have been utilised to provide interventions – this has had positive impacts on all the children and what they have achieved.  This cohort of children (2017-2018) has been a stable cohort, however 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.  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. The assistant continue to support identified pupils | £ £130,670 |
| 1. **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 | 73% of PP pupils achieved Expected in Reading.  13% of PP pupils achieved Greater Depth in Reading  80% of PP pupils achieved Expected in Writing.  10% of PP pupils achieved Greater Depth in Writing.  60% of PP pupils achieved Expected in Maths  13% of PP pupils achieved Greater Depth in Maths | Strategies put in place for academic year 2018-2019 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 £130,670 |
| 1. **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** |
| Enrich the curriculum for all pupils including PP pupils | 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 | Yes all pupils experienced and enriched curriculum.  More opportunities for Sports, clubs and teams | Continue with the approach  Continue with sporting opportunities, sports coaching and team games.  Appoint Play Leader for enriched lunchtimes | £2000  £6000 |