Pupil premium strategy statement

School overview   Stanhope Primary School

Metric	Data
School name	Stanhope Primary School
Pupils in school	235
Proportion of disadvantaged pupils	(138) 63%
Pupil premium allocation this academic year	£186,610 EYPP £2957
Academic year or years covered by statement	2018-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mrs L A Martin and Mr J Hetherington
Pupil premium lead	Mrs L A Martin
Governor lead	Mrs H Judd

Disadvantaged pupil progress scores for last academic year (2018-2019 National Test DATA)

Measure	Score
Reading	3.31
Writing	3.07
Maths	3.90

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	94%
Achieving high standard at KS2	6%

Measure	Activity
Priority 1 – Reading	Teachers plan purposeful speaking and listening activities, reading books aloud and discuss them, plan activities that extend pupils' expressive and receptive language. Teachers plan structured questioning to develop reading comprehension. Teachers model fluent reading of a text, then pupils read the same text. Guided reading planned and delivered regularly, Accelerated Reader and myON used frequently by pupil from Year 2 onwards.

Priority 2 – Maths Problem Solving	Teachers teach problem solving strategies for solving problems. Therefore pupils will be able to draw on a variety of strategies which will enable them to make sense of unfamiliar situations. Teachers to select genuine problem solving tasks that pupils do not have a well-rehearsed, ready-made methods to solve. Teachers to plan and teach pupils to use and compare different approaches, teach pupils to interrogate and use their existing mathematical knowledge to solve problems.
	Teachers practise fluency skills daily to support problem solving using flashback 4 and fluent in 5. Emphasis on learning key number facts and recapping prior learning.
	Teachers use a concrete, pictorial, abstract approach in lessons to deepen and support children's understanding of different concepts.
	Purchase resources for Problem Solving Activities
Barriers to learning these priorities address	Staff to receive bespoke, relevant training to ensure continued high quality teaching and delivery. Provide targeted academic support, linking one-to-one or/and small group teaching to classroom teaching. Staff to give children experiences of maths in everyday life. Encourage reading in the environment and continue with initiatives eg, World Maths Day and Writing Events.
	Encourage parents and carers to support at home by helping their children with reading and learning their tables and the 4 operations.
Projected spending	£63,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS 2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS 2 Maths	July 2022
Phonics	Achieve national average expected standard	July 2022
Other	Improve oral language skills for pupils eligible for PP in Early Years Foundation Stage and ensure language and communication skills are	July 2022

	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.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all staff are continuing to use the recent RWI phonic training to deliver phonic scheme effectively
Priority 2	Intervention groups take place weekly and all staff assess the progress of groupings and adjust planning and delivery where necessary.
Barriers to learning these priorities address	Interventions occur regularly with identified pupils in Year 1 and Year 2. Support from parents at home to help with pupil's phonic knowledge and reading. Purchase additional books to support scheme
Projected spending	£60,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to offer to all pupils the access to the Social, Emotional and Well-being Lead and the Mindful Moment Room
Priority 2	Continue to offer to all pupils and families access to The Attendance and Safeguarding Officer
Barriers to learning these priorities address	Improved attendance and well-being amongst all pupils. Parents receive support and access services through Early Help Plans and their Outreach Support Workers
Projected spending	£63,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is allocated to allow all staff development. Continue with teacher release session for	CDP overviews Twilights identified for further CPD sessions

	subject leader co-ordinator times.	INSET training days allocated for identified training
Targeted support	Ensure classroom teachers and teaching assistants provide targeted support for identified 1-1 support and small group interventions.	Deputy Head Teacher, Phase Leaders and Subject Leaders ensure all class have targeted plans for interventions.
Wider strategies	Engaging with pupils and families facing challenges, supporting families and children and sign post to the correct members of staff or external agency.	Identified staff working with identified families and children. Those staff work closely with Local Authority external agencies, eg. Social Care, Resilience Support, Bereavement Services, CYPS and CAHMS.

Review: last year's aims and outcomes – No Statutory Tests completed due to Covid 19. Robust Teacher Assessment for 2020 and 2021

Aim	Outcome
Reading 86% Expected	90% Expected, 33% Greater Depth- Disadvantaged 89% Expected, 21% Greater Depth
Writing – 86% Expected	87% Expected, 23% Greater Depth- Disadvantaged 74% Expected, 16% Greater Depth
Mathematics – 93 % Expected	93% Expected, 27% Greater Depth- Disadvantaged 89%, 16% Greater Depth
Key Stage 1 – 70% Expected	R/W/M combined 27% Expected, 0% Greater Depth R/W/M combined for the disadvantaged 26% Expected, 0% Greater Depth
Phonics – 72%	66% Girls 63%, Boys 70%
Early Years -66%	GLD 31% Girls 40% Male 21%