

Pupil Premium Strategy Statement for Stobhillgate First School 2020-2021

Summary information					
School	Stobhillgate First School				
Academic Year	20-21	Total PP budget	£31,555	Date of most recent PP Review	Sept 20
Total number of pupils (not including nursery)	145	Number of pupils eligible for PP	27 18.62% (17.3 Nat Average)	Date for next internal review of this strategy	Sept 21

Current attainment – End of Year 2 – 2019 (7 children) *		
	<i>Pupils eligible for PP (in school)</i>	<i>All children</i>
% achieving expected in reading	N/A	N/A
% achieving expected in writing	N/A	N/A
% achieving expected in maths	N/A	N/A

*Due to the outbreak of COVID-19, SATS were not taken by pupils

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Deprivation: 37% of children live in the 20% most deprived LSOA. However, only 18.62% of children are currently eligible for PP. The remaining pupils live predominantly in 10% least deprived LSOA.
B.	SEND: We currently have 15.86% of eligible children receiving SEND support. SEND numbers vary greatly between year groups, with an increasing number of pupils having an EHCP.
C.	Social Care Needs: The school historically has had a number of families supported by outside agencies, including Children Services. However currently, the % of children who require this level of external support has significantly reduced. A number of families still require support and guidance in a more informal, school based manner.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Parental engagement: Some of our children come from homes where parents find it difficult to support their child's development and learning (including

F	Attendance: Due to the COVID-19 outbreak and subsequent national lockdown from March 2020, attendance figures for 2019/20 do not give a true reflection however figures for the period Sept 2019 - Feb 2020 was 95.6% which is below national average.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress across school to close the 'Covid-19 gap' where eligible PP children make good progress.	Ongoing formative assessments and termly summative assessments to show progress from previous assessments.
B.	Continue to improve attendance for eligible PP children. This will be monitored on a weekly basis.	Overall attendance levels to improve and in particular for PP children. The overall percentage of children who are persistent absentees (PP) will decrease.
C.	To ensure emotional health, well-being and behaviour is well embedded across the school, in particular for eligible PP children.	New behaviour policy and PSHE policy is embedded across school.

3. Planned expenditure

Academic year 2020/21

i. Quality of teaching for all

Desired outcome RAG	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	When will you review implementation?
Improve attainment and progress across school to close the 'Covid-19 gap' where eligible PP children make good progress.	<p>Employ a Teaching Assistant to deliver same day targeted interventions.</p> <p>Purchase and introduce Accelerated Reader (including MyOn).</p>	<p>The Teaching Assistant employed is a qualified teacher, so brings additional expertise to the role. Interventions are carefully planned with class teachers and reflected upon on a daily/ weekly basis to meet the needs of the children where gaps in their learning are identified (whether due to Covid-19 or not). Although the EEF Teaching and learning Toolkit suggest TAs have a low impact on progress, where they are successful it is as a result of close supervision, training and deployment. As well as working closely with class teachers, the TA is also supervised by the DHT.</p> <p>TA and teachers to work collaboratively with parents/carers by communicating targets and successes and sharing suggested home learning tasks.</p> <p>Independent consolidation to take place in class at home (APLS to be planned)</p> <p>Accelerated Reader not only ensures children are accessing books matched to their reading level, but regular quizzes ensure children are progressing with their reading at a challenging pace. To ensure children have access to quality texts (matched to their reading level) both during normal school time and potential lock down, MyOn gives online access to children. In addition, the EEF Teaching and Learning Toolkit supports the delivery of</p>	<p>Close supervision by class teachers and DHT.</p> <p>Regular planning and update meetings with TA and class teachers to measure impact within class.</p> <p>Class Teachers will see an impact in class from the extra interventions. Where this is not seen quickly enough, this is addressed promptly, not waiting until the end of half term.</p> <p>Work monitoring programme to identify progress and attainment.</p>	BH	<p>Ongoing review of success.</p> <p>Literacy leader to have an</p>

	<p>Purchase and introduce Reading Plus.</p> <p>Purchase RWI online training package.</p> <p>Introduction of Lesson Study to facilitate peer coaching relationships with teachers and support staff.</p> <p>Introduce a new pupil work monitoring process</p> <p>Introduce 'Early Talk Boost' intervention</p>	<p>reading comprehension strategies and they are found to have a high impact on children's progress for a low cost.</p> <p>As formal face to face training is uncertain going forward, the purchase of RWI online training will allow staff to continue with personal CPD. This package also allows us to share specific phonics learning with parents. The EEF Teaching and Learning Toolkit also supports the use of phonics having a high impact on progress against a low cost.</p> <p>Using peer coaching models and lesson Study in school to develop teacher practice was decided upon as staff are able to be given dedicated time to work collaboratively together to improve their practice inline with the overall School Development Plan. The positive impact peer coaching can have on staff development is supported by the work of Coe et al (2014).</p> <p>Pupil voice (particularly the most vulnerable children) is to be an important part of work monitoring.</p> <p>Speech and Language difficulties across school accounts for a high proportion of SEND needs so addressing Speech and Language difficulties in Nursery / Reception is key to children's development. This is supported by the EEF Teaching and Learning Toolkit which indicates EYFS interventions can have a moderate impact on pupil development.</p>	<p>Adequate staff training to ensure programmes used effectively.</p> <p>Work with DHT to ensure areas of focus are relevant and inline with both staff and whole school development.</p> <p>Adequate time given to the process of planning, observing and reviewing.</p> <p>Training needs of staff identified and acted upon.</p>		<p>on-going analysis of the programme.</p> <p>January and June 2021</p> <p>Termly.</p>
<p>Continue to improve attendance for eligible PP children. This will be monitored on a weekly basis.</p>	<p>Employ full-time Deputy Headteacher as inclusion leader.</p>	<p>It has been identified that although attendance is improving, this is still an area that needs close attention, especially persistent absence. To ensure our most vulnerable children are punctual and attend school regularly is also an ongoing target to ensure these children are in school to access the excellent teaching and learning.</p> <p>This is further supported by the EEF Teaching and Learning Toolkit that identifies behaviour interventions and parental engagement having a moderate impact on children's development.</p>	<p>First day response to absence.</p> <p>Early Help assessments carried out as required.</p> <p>Child protection issues followed up swiftly and barriers to</p>	<p>BH</p>	<p>January and June 2021.</p>

			<p>learning addressed where possible with behaviour and emotional support programmes and social skills groups.</p> <p>Half termly SLT meetings to focus on attendance and safeguarding.</p> <p>Termly strategic meetings with EWO.</p> <p>Case studies for specific children.</p> <p>Use of CPOMS to communicate and track.</p>		
<p>To ensure emotional health, well-being and behaviour is well embedded across the school, in particular for eligible PP children.</p>	<p>Employ full time Deputy Headteacher.</p> <p>Use the PSHE Association planning scheme.</p> <p>Use Picture News for weekly assemblies and follow up work in class.</p>	<p>To help us further understand how to support children’s positive mental health and what to do in response to their differing and sometimes distressed behaviour , also considering the unknown impact of Covid-19, the decision for the DHT to lead on this area was taken.</p> <p>Although behaviour in school is excellent, we want to keep ahead of the curve and ensure we are well equipped and applying a consistent approach to behaviour across school. Thrive's approach to managing behaviour in school was decided to be the way forward for us.</p>	<p>PSHE lessons are recorded on Seesaw to ensure these sessions are more about talking about difficult topics and worries rather than being worried about writing about them.</p>	BH	<p>Termly work scrutinies.</p> <p>Ongoing updates regarding well-being in response to Covid-19.</p> <p>July 2021</p>

	<p>Provide Play Therapy sessions for specific children.</p> <p>Introduce Thrive approaches across school.</p>		<p>Picture News is embedded across school during assemblies and then follow up sessions in class.</p> <p>Improved parental engagement with school as they work alongside teachers to help develop their children.</p> <p>Lead Thrive practitioners in school to be trained and begin to roll this out across school.</p> <p>Clear and well structured pastoral support for specific children.</p> <p>Case studies to be used to monitor the provision and impact of play therapy sessions.</p>		
--	---	--	--	--	--

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>Improve attainment and progress across school to close the 'Covid-19 gap' where eligible PP children make good progress.</p>	<p>Continue to provide intervention support for pp children not working at ARE in reading, writing and maths.</p>	<p>Speech and language interventions, RWI, OT and handwriting interventions have had a positive impact with PP children (who do not have additional needs) making good progress in these areas.</p>	<p>The children who receive intervention support will be carefully targeted to maximise impact.</p> <p>Monitor the progress/attainment of all children working in intervention groups on a termly basis.</p> <p>Monitor the long term impact of interventions e.g. is the progress made by these children sustained over time.</p>	<p>BH</p>	<p>Termly pupil progress meetings/ SEND meetings.</p>
--	---	---	--	-----------	---

iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Assess the impact of Pupil Premium strategies more closely monitored in the short term.</p>	<p>Appoint Deputy Head as PP coordinator</p>	<p>Evidence shows that pupil premium funding is used more effectively when a member of the SLT has responsibility for monitoring its impact.</p>	<p>Performance Management targets. Reports to Governors/Head Teacher</p>	<p>BH</p>	<p>January 2021. July 2021</p>
<p>Increase in the number of parents with children under 7 applying for pupil premium funding if eligible.</p>	<p>Increase awareness of the benefits the additional funding can have on individual children's learning.</p>	<p>Staff knowledge of the children and their families coupled with deprivation data for the school indicates that many eligible families are not applying for pupil premium funding. Universal free school meals may be contributing to this.</p>	<p>Use technology based approaches to raise awareness (school website, tapestry, texting parents) as current research suggests this is more effective in engaging parents.</p>	<p>BH</p>	<p>January 2021. July 2021</p>

