

**Little Stoke Primary School**

**Pupil Premium Strategy Statement and Action Plan**

**Covering academic year 2018-2019**

(Funded through April 2018 – April 2019 financial years)

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| The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Looked After Child), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services. At Little Stoke Primary School, we strive to close the achievement gap between those children who qualify and their peers and to ensure that these children fulfil their full potential so that all our children in school make good and outstanding progress. | | |
| Numbers of Pupils and Pupil Premium (PP) received 2017/2018 | | |
| Total number of pupils on roll – Spring Census 2017 | 182 | |
| Number of DP Pupils, Reception to Y6 (ever 6 FSM) | 59 | |
| Looked After Children - £1500/pupil | 1 | |
| Percentage of pupils eligible for PP | 31% - Ever 6 FSM | 32% including 1 LAC (until July) |
| Amount of DP received per pupil | £1320 | |
| Total amount of DP received | £78,180 | |

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| Contextual Information |
| * Little Stoke Primary School attracts pupils from widely differing socio-economic and cultural backgrounds and from many different ethnic backgrounds and faiths. Our pupils speak 16 different languages and come from 21 different ethnic groups. * The school is growing with currently 188 children on role. First, second and third choice places for the new EYFS intake have been the highest this year than for a long time as the hard work the school puts in to raising standards and providing a positive, engaging place to learn for all children is heard about far out in to the surrounding area. |
| Barriers to future attainment (for disadvantaged children) |
| Barriers to learning are addressed for individual children throughout the academic year through continuous formative assessment. There are 4 summative assessment points and between these periods, interventions are planned and additional resources deployed to support children at risk of under achieving. Barriers to learning are also identified in interviews with children and parents/carers and support for families is deployed on an individual basis. These barriers include:   * Reading, writing and mathematics \* Family circumstances including financial position * Communication \* General support at home * Behaviour \* Poor timekeeping * Personal and social development \* Lack of social, communication, relationship or listening skills * Access to technology \* Problems with speech * Level of educational support at home \* Lack of motor skills * Attendance \* Lack of confidence/self-esteem/resilience * A reluctance to get involved at class/school   level |

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| Summary of Outcomes | |
| Desired Outcomes | Success Criteria |
| 1. To diminish the performance/progress gap between disadvantaged children and their peers | Continued diminishing attainment and progress gap throughout the academic year. |
| 2. Good/outstanding teaching provision | Lesson and intervention observations, books looks, data and pupil responses will evidence good/outstanding teaching provision. |
| 1. Expected/accelerated progress of those at risk of under   Achievement through high quality strategies and interventions | Pupil progress meetings will identify children, effective strategies will be put in place and subsequent data points will show expected/accelerated progress of targeted individuals.  SEND strategies with effectively target children |
| 4. Improved attendance of disadvantaged children | An improvement on the same group of children from last academic year.  A reduction on broken weeks for Pupil Premium group compared to last year |
| 1. An improvement in children’s skills and attitudes to learning   through pastoral support | Pastoral reports and case studies will detail children/families receiving support. These children should show improved learning behaviours, improved attendance and will be making good progress. |
| 1. Disadvantaged children will have the same enriching educational experiences as their peers   Families of disadvantaged children will have an increasing involvement in aspects of their children’s learning. | Club lists will highlight disadvantaged provision. Records of children attending enriching educational activities (eg. trips) will include disadvantaged children. Parent events and homework challenges will show an increasing percentage of disadvantaged families attending and taking part. |

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| Planned Expenditure | | |
| Area of spending | Action | Cost |
| Quality First Teaching Desired Outcomes  1, 2 & 3 | * Staff professional development including: * Oracy training to embed this across the school * Curriculum development to ensure progression, enrichment and coverage * Development of a whole school approach to the mastery curriculum in reading, writing and maths * Ongoing phonics training * Inference training to develop high quality inference skills in young readers * Release time for subject leads to support in classes and for teachers to observe leading teachers’ lessons | £22,630 |
| Intervention  Desired Outcomes  1, 2 & 3 | * Additional SENDCo time to target SEN PP children at Little Stoke * Learning Zone – high quality individualized learning in mornings * Employing an additional TA to support higher numbers of PP children in Learning Zone * TA reading intervention for PP children * Project X reading intervention in Key Stage 1 and 2 * Year 6 feedback intervention to be broadened to year 5 (10 weeks term 3 – Y6, 10 weeks Y5 – Term 4) * Behaviour support from Integra to target specific children * Range of bespoke writing interventions run by DH targeting key stage 2 * Phonics interventions for year 1 and year 2 retakes * Specific interventions targeted at specific groups within school (eg EAL, SEN, travellers) * Speaking and listening interventions * Handwriting – short term interventions * Nessie intervention for higher number of PP children showing dyslexic tendencies | £27,750 |
| Learning Resources  Desired Outcomes  1, 2, & 3 | Reading   * Continuing purchase of high quality texts to support writing purposes * Purchase of non-fiction books to develop prior knowledge of PP children in order to support reading comprehension * Groups sets of texts to support writing interventions * Independent reading provision targeted at groups of children eg gender specific, emphasizing learning skills, PHSE themes, skills needed to overcome listed learning barriers   Mathematics   * Further development of manipulatives to support DP children * Further i-pads to facilitate use of technology with families with no technology at home   Curriculum resources   * A range of resources to support Science highlighted as an area of particular interest by 80% of our PP children * Specific art resources for pastoral lead to use with children in lunch time clubs * PE kits to support DP children to feel included and fully equipped   Special Educational Needs Resources   * Net books to support dyslexic children * A range of resources to support PP children with a special educational needs. | £10,250 |
| Attendance  Desired Outcomes  3 & 4 | * Education Welfare Services to target FSM/PP attendance and set targets to exceed 95% (excluding travellers) * Target traveller attendance to rise to 88% in line with National traveller Attendance figure * EWS to target FSM/PP broken weeks and to reduce to less than 12% and attendance less than 90% to less than 10% (excluding travellers) * Set up strategies to improve overall traveller attendance across the school. * Range of incentives to reward improved and consistently high attendance | £950 |
| Pastoral  Desired Outcomes  3, 4 & 5 | * Therapeutic services employed to support targeted PP children * Behaviour support provided to PP children and families * HLTA to run daily clubs and pastoral sessions for children to support playtimes and to support children in crisis or experiencing emotional difficulties * Pastoral support provided to develop resilience and self-esteem for specific PP children * Transition support in small groups to help children prepare to move to new settings * Work with families on a daily basis to meet any unmet needs and provide parenting support * Therapeutic services to offer counselling to three vulnerable PP child (to include LAC) * Bespoke therapeutic sessions for groups of children needing specific support to engage with learning | £7,100 |
| Enrichment  Desired Outcome  5 & 6 | * Pupil premium families are offered support towards one school visit and a book voucher if a new registration * Children have the experience of ongoing forest school sessions continue to add value and depth to the curriculum for PP children * Parent events will target PP families to increase attendance * Homework challenges specifically the science homework packs and the non-fiction /fiction will target PP families * Young Shakespeare Company to carry out workshops in term 5 * Continuing support for PP families to enable children to attend camp and activity days. | £9,500 |
| TOTAL | | £84,539 |

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| Plan of Specific Actions for 2018 - 2019 | | | | |
| Desired outcome | Precise Actions | Expected Improvement  (What difference will the actions make?) |  | Evaluation T2, T4, T6 |
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