



## Little Stoke Primary School

### Pupil Premium Strategy Statement and Action Plan

#### Covering academic Year 2018-19

(Funded through 2017-2018 and 2018-2019 financial years)

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 2018/2019

Total number of pupils on roll	191
Number of PP Pupils, Reception to Y6 (ever 6 FSM)	55 (at present) 62 (number funding is based on)
Looked After Children - £1500/pupil	0
Percentage of pupils eligible for PP	31% - Ever 6 FSM
Amount of PP received per pupil	£1320
Total amount of PP received	£84,539

## 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 182 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 may 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 |   |

As a school we also fully understand that the same barriers may be experienced to the same or greater degree by pupils from non-pupil premium families. The strategies below are therefore equally significant for all pupils across the school and form the basis of our high quality provision in every class and for all groups of pupils.

## Summary of Outcomes

Desired Outcomes	Success Criteria
1. To diminish the performance/progress gap between disadvantaged (Pupil Premium) 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.
3. 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
5. 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.
6. 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.

Planned Expenditure		
Area of spending	Action	Cost
<p>Quality First Teaching</p> <p>Desired Outcomes 1, 2 &amp; 3</p>	<ul style="list-style-type: none"> <li>• Staff professional development including:</li> <li>• Oracy training to embed this across the school</li> <li>• Curriculum development to ensure progression, enrichment and coverage</li> <li>• Development of a whole school approach to the mastery curriculum in reading, writing and maths</li> <li>• Ongoing phonics training</li> <li>• Inference training to develop high quality inference skills in young readers</li> <li>• Release time for subject leads to support in classes and for teachers to observe leading teachers' lessons</li> </ul>	<p>£22,339</p>
<p>Intervention</p> <p>Desired Outcomes 1, 2 &amp; 3</p>	<ul style="list-style-type: none"> <li>• Additional SENDCo time to target SEN PP children at Little Stoke</li> <li>• Learning Zone - high quality individualized learning in mornings</li> <li>• Employing an additional TA to support higher numbers of PP children in Learning Zone</li> <li>• TA reading intervention for PP children</li> <li>• Year 6 feedback intervention to be broadened to year 5 (10 weeks term 3 - Y6, 10 weeks Y5 - Term 4)</li> <li>• Ongoing behaviour support from Integra to target specific children</li> <li>• Phonics interventions for year 1 and year 2 retakes</li> <li>• Specific interventions targeted at specific groups within school (eg EAL, SEN, travellers)</li> <li>• Speaking and listening interventions</li> <li>• Handwriting - short term interventions</li> <li>• Nessie intervention for higher number of PP children showing dyslexic tendencies</li> </ul>	<p>£30,650</p>

<p>Learning Resources</p> <p>Desired Outcomes 1, 2, &amp; 3</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Continued purchase of high quality texts</li> <li>Purchase of non-fiction books to develop prior knowledge of PP children in order to support reading comprehension</li> <li>Further group sets of texts to support writing interventions</li> <li>Independent reading provision targeted at groups of children eg gender specific, emphasizing learning skills, PHSE themes, skills needed to overcome listed learning barriers</li> <li>Subject specific group sets of texts eg science and computing</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>Further development of manipulatives to support PP children</li> <li>Further i-pads to facilitate use of technology with PP children</li> </ul> <p><u>Curriculum resources</u></p> <ul style="list-style-type: none"> <li>A range of resources to support Science highlighted as an ongoing area of particular interest by 80% of our PP children</li> <li>Specific art resources for pastoral lead to use with children in lunch time clubs</li> <li>PE kits to support PP children to feel included and fully equipped</li> </ul> <p><u>Special Educational Needs Resources</u></p> <ul style="list-style-type: none"> <li>Net books to support dyslexic children</li> <li>A range of resources to support PP children with a special educational needs.</li> </ul>	<p>£15,200</p>
<p>Attendance</p> <p>Desired Outcomes 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>Education Welfare Services to target FSM/PP attendance and set targets to exceed 95% (excluding travellers)</li> <li>Target traveller attendance to rise to 88% in line with National Traveller Attendance figure</li> <li>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)</li> <li>Set up strategies to improve overall traveller attendance across the school</li> <li>Range of incentives to reward improved and consistently high attendance</li> </ul>	<p>£850</p>

Pastoral  Desired Outcomes 3, 4 & 5	<ul style="list-style-type: none"> <li>• Therapeutic services employed to support targeted PP children</li> <li>• Additional behaviour support provided to PP children and families</li> <li>• HLTA to run daily clubs and pastoral sessions for children to support playtimes and to support children in crisis or experiencing emotional difficulties</li> <li>• Pastoral support provided to develop resilience and self-esteem for specific PP children</li> <li>• Transition support in small groups to help children prepare to move to new settings</li> <li>• Work with families on a daily basis to meet any unmet needs and provide parenting support</li> <li>• Therapeutic services to offer counselling to three vulnerable PP children</li> <li>• Bespoke therapeutic sessions for groups of children needing specific support to engage with learning</li> </ul>	£5,100
Enrichment Desired Outcome 5 & 6	<ul style="list-style-type: none"> <li>• Pupil premium families are offered support towards one school visit and a book voucher if a new registration</li> <li>• Children have the experience of ongoing forest school sessions continue to add value and depth to the curriculum for PP children</li> <li>• Parent events will target PP families to increase attendance</li> <li>• Homework challenges specifically the science homework packs and the non-fiction /fiction will target PP families</li> <li>• Young Shakespeare Company to carry out workshops in term 5</li> <li>• Continuing support for PP families to enable children to attend camp and activity days.</li> </ul>	£10,400
<b>TOTAL</b>		<b>£84,539</b>

Plan of Specific Actions for 2018 - 2019				
Desired outcome	Precise Actions	Expected Improvement (What difference will the actions make?)	Lead by	
1. £22,339  To diminish the performance/progress gap between disadvantaged children and their peers	1.1 Implement discrete oracy session in every 1.2 Track progress of PP children on individual and class basis 1.3	<ul style="list-style-type: none"> <li>• Oracy tracked across the school and indicates an improvement in PP children's participation in class and assemblies</li> <li>• Teachers will have PP children in mind when targeting questioning and directing comments. As a result, Pupil Premium children will be fully engaged in lessons and participating well</li> </ul>	HR and AS	<ul style="list-style-type: none"> <li>• Oracy structures well established across the school with all classes having a discrete weekly oracy session</li> <li>• Oracy lead successfully completed Oracy leaders programme</li> <li>• Observations and drop-ins evidenced that sentence stems and tier words are being successfully used in 85% of lessons.</li> </ul>
2. £30,650	PP shadow lead to meet	<ul style="list-style-type: none"> <li>• Gaps between PP and all group are</li> </ul>	AS and IP	<ul style="list-style-type: none"> <li>• PP children well targeted. Conferencing evidenced a positive attitude to learning and an excitement in new curriculum themes</li> </ul>

<p>Good/outstanding teaching provision</p>	<p>with class teachers after every data point to set and implement effective and well-targeted strategies for PP children. Pupil progress meetings to target strategies to support PP children  1.4  PP group to be tracked across the school to ensure gaps are diminishing  1.5  SENDco and PP Lead to support teachers in writing and implementing well targeted ILPs in order to improve progression in reading, writing and maths  1.6  Headstart assessment materials used to track progress in reading and Maths for PP children in years 3-6</p>	<p>reducing or zero</p> <ul style="list-style-type: none"> <li>Challenging targets set for PP children are being met at data points.</li> <li>Tracking will enable SLT, class teachers and TAs to have clear understanding of the attainment, progress, barriers, interventions and next steps for individual PP children.</li> <li>Strategies introduced through Pupil Progress meetings are implemented effectively</li> <li>Informal and formal observations provide evidence of children on ILPs being provided with a highly structured curriculum which meets their needs and enables good progress.</li> <li>Pupil Premium SEN pupils to develop core writing, reading and maths skills and make progress equal to their peers.</li> <li>Appropriate strategies will be evident on ILPs and a core part of day to day teaching.</li> <li>All SEN PP children make 3PP across year unless there are contextualized reasons why this has not happened</li> <li>Clear progression in writing and maths will enable PP children to make good and accelerated progress</li> <li>Headstart assessment reading materials will show good progress in reading comprehension skills and maths skills (comparison of baseline with end of term 2 data)</li> </ul>	<p>AS and RG</p>	<ul style="list-style-type: none"> <li>With the exception of two year groups with a high PP SEN component, PP children are making equal or greater progress than non PP children.</li> <li>PP pupils have been closely tracked with new systems set up by IP. Where children have been falling behind, interventions have been put in place. There are a small number of PP children (9) across the school where progress has been less than expected. In 3 cases this is linked to attendance (GRT) and in 5 cases there are complex and significant emotional issues which are hampering learning.</li> <li>PP SEN children with no attendance issues have made similar progress to their peers</li> <li>ILPs have provided SMART targets and enabled children to make regular steps of progress.</li> <li>79% of SEN pupils made 3pp across the year. The remaining 21% had clear contextual reasons why this had not been possible.</li> <li>Assessment system has now shifted to three times a year NFER testing. This has enabled more accurate placement of pupils and gap analysis tool has enabled accurate teaching to address gaps</li> </ul>
<p>3. £30,650 (already accounted above)   Expected/accelerated progress of those at risk of under Achievement through high</p>	<p>3.1  Maths intervention established from term 3 for targeted PP children in years 4 and 5  3.2  Paired PP initiative with PP children in years 4 and 6  3.3</p>	<ul style="list-style-type: none"> <li>80%+ of the identified Y5 group reach secure or make 3pp in maths by the end of the year.</li> <li>80%+ of the identified Y4 group reach secure or make 3pp in maths by the end of the year.</li> <li>The Y6 and Y5 teacher are confident in using feedback and coaching structures.</li> </ul>	<p>AS and RG</p>	<ul style="list-style-type: none"> <li>76% of targeted group reached secure and 80% of year 4 group reached secure</li> <li>Year 5 and 6 teachers both have effectively used feedback and coaching structures to move pupils forward.</li> <li>Maths lead has successfully completed NPQML qualification which has incorporated coaching training which has been used effectively in class.</li> <li>All pupils on the feedback initiative made accelerated progress. (at least 4pp over the year)</li> <li>Regular feedback to Governors through reports at Staffing</li> </ul>

<p>quality strategies and interventions</p>	<p>Writing feedback intervention introduced in Year 6 from term 3 with targeted PP children 3.4 Writing feedback intervention introduced in term 4 in year 5 covered by DHT for targeted PP children 3.5 TA PP reading intervention to run from term 2 onwards With specific PP children across the school.</p>	<ul style="list-style-type: none"> <li>• Attainable and measurable targets are set through this feedback which result in accelerated progress of 30% + during term</li> <li>• Pupils understand their next steps and how to meet the targets set and positive learning from feedback sessions is evident in future writing</li> <li>• Governors are aware of the impact of spend on coaching/feedback for PP children over the last 2 years.</li> <li>• 90% of all PP children in TA reading intervention make at least good progress (3PP) and 40% make accelerated progress (4PP)</li> <li>• TAs feel confident in delivering inference intervention work on a one to one basis with their reading children</li> <li>• Interventions are well-targeted and appropriate for the needs of the children, incorporating key inference skills</li> </ul>		<p>Curriculum meetings and FGB</p> <ul style="list-style-type: none"> <li>• 80% of pupils on TA reading initiative made at last good progress in reading with 25% making accelerated progress. Timetabling issues reduced the effectiveness slightly but this has been addressed for 2019-2020</li> <li>• Precision teaching training carried out and initiative started. This will carry over to next year's strategy.</li> <li>• Arising from training attended run by Daniel Sobel, IP trialled a specific intensive program of reading engagement which enables PP children to make 4pp in reading.</li> </ul>
<p>4. £850 Improved attendance of disadvantaged children</p>	<p>4.1 PP children's attendance to be tracked on a weekly basis 4.2 One to one work with parents and PP lead where attendance falls below 95% 4.3 Incentives for good attendance in place for term 2, 4 and 6</p>	<ul style="list-style-type: none"> <li>• PP absence without travellers is reduced 5% or lower</li> <li>• PP absence with travelers is reduced to 10% or lower</li> <li>• Persistent absence without travellers remains below 3.5%</li> <li>• FSM persistent absence with travellers is reduced to 15% or lower</li> <li>• FSM broken weeks without travellers reduced to 25%</li> <li>• Traveller absence is reduced to 20%</li> </ul>	<p>AS SW</p>	<ul style="list-style-type: none"> <li>• FSM Absence was 9.1%. without travelers this was 4.5%</li> <li>• FSM Persistent absence was still high at 27.9% although this was a 3% reduction on the previous year. Without travelers this figure reduces to 18%</li> <li>• FSM broken weeks was 25.6% reduced by 9% from last year which is a significant improvement. This figure reduced to 20% with travelers removed.</li> <li>• Traveller attendance stands at 78%. Two families were absent for three months at the end of the year</li> </ul>
<p>5. £5,100 An improvement in children's skills and attitudes to learning through pastoral support</p>	<p>5.1 Continued targeted one to one support for PP children with pastoral lead 5.2 Spotlight initiative to be set up from term 2. All staff to target spotlight children 5.3</p>	<ul style="list-style-type: none"> <li>• Evidence from spotlight initiative will show greater involvement between PP children and named adult</li> <li>• Pupils have regular conversations with a range of adults about their learning, lives, attitudes to school. This raises their interest through responses and their sense of adults being interested in their lives.</li> <li>• Pastoral work with children helps develop</li> </ul>	<p>AS MM</p>	<ul style="list-style-type: none"> <li>• Spotlight initiative remains a positive and key initiative with our PP pupils. There are numerous examples of adults supporting and encouraging greater engagement with PP children across the school</li> <li>• Pastoral support has targeted 18 pupils this year. These 18 pupils have had either weekly or two-weekly sessions.</li> <li>• Attendance has risen for the same period last year.</li> </ul>



	Collate impact of Spotlight initiative three times a year	<p>resilience and positive learning attitudes. This results in a 20% increase in attendance (compared to last year)</p> <ul style="list-style-type: none"> <li>• Close tracking of PP children and their barriers to learning will ensure that support is put in place for children and their families.</li> <li>• Therapeutic counselling to be put in place for three highly vulnerable PP (dependent on additional funding applied for)</li> </ul>		
6. £10,400 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.	<p>5.1 FSM sign-up initiative extends to all PP families and pays for first school visit.</p> <p>5.2 Financial support given to specific PP families where need requires 5.1</p> <p>PP and Sports Lead to track attendance of PP children in all after school clubs</p> <p>5.3 Target PP children to take part in choir in term 2 (incentives for attendance)</p> <p>5.4 Pupil Premium Lead to track attendance at Parent events to ensure that at least 75% of PP families are represented.</p>	<ul style="list-style-type: none"> <li>• All PP families will be supported to fund one visit annually</li> <li>• Y6 PP families supported to enable children to attend camp</li> <li>• 75%+ of PP children access a sports club during the year</li> <li>• 80% of all PP children take part in Carols by Candlelight</li> <li>• 75% of PP families will be represented at most parent events</li> <li>• 80% of all PP families will access science homework packs</li> <li>• 100% of all PP families will access nonfiction homework packs during year and impact of this will be measured through take-up of activities and feedback</li> <li>• Focus on prior knowledge will enable PP children to access reading curriculum more successfully and result in at least good progress in reading across the year.</li> </ul>	AS	<ul style="list-style-type: none"> <li>• All PP families took advantage of the support for visits.</li> <li>• 80% of all PP children in key stage 2 took part in Carols by Candlelight, singing at the concerts and at Willowbrook and the old people's home</li> <li>• 60% of PP children accessed a sports club</li> <li>• 84% of all PP families were represented at Parent Evenings</li> <li>• 84% of all PP families were represented at Parent events across all year groups</li> <li>• Non-fiction and Science packs will be carried over to 2019-2020 as due to funding this had to be delayed</li> </ul>
7. £15,200	<p>7.1 Net books purchased two support dyslexic PP child in year 6</p> <p>7.2 Purchase of other maths, reading, SEN, Science resources as listed above</p>	<ul style="list-style-type: none"> <li>• PP child reaches EXS in writing</li> <li>• Dyslexic PP child makes 3pp progress this academic year</li> <li>• End of year targets are met for maths and reading</li> <li>• SEN have appropriate provision which enables SEN pupils to make progress</li> </ul>	AS CJ	<ul style="list-style-type: none"> <li>• 67% of PP reached EXS standard in reading and 22% reached GDS. In Maths 78% PP reached EXS and 33% reached GDS.</li> <li>• These exceeded last year's PP by 15-20% and exceeded National results.</li> </ul>



