



Little Stoke Primary School

Pupil Premium Strategy Statement and Action Plan

Covering academic year 2019-2020

(Funded through 2018-2019 and 2019-2020 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 2019/20

Total number of pupils on roll – Autumn Census	199
Number of DP Pupils, Reception to Y6 (ever 6 FSM)	55
Looked After Children - £1600/pupil	2
Percentage of pupils eligible for PP	28% - Ever 6 FSM
Amount of DP received per pupil	£1320
Total amount of DP received	£73,160

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 199 children on role EYFS was over-subscribed for the third year running, testimony to the hard work the school puts in to raising standards and providing a positive, engaging place to learn for all children

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 3 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
- * Communication and speech problems
- * Behaviour
- * Personal and social development
- * Access to technology
- * Level of educational support at home
- * Attendance
- * Family circumstances including financial position
- * General support at home
- * Poor timekeeping
- * Lack of social, communication, relationship or listening skills
- * A reluctance to get involved at class/school level
- * Lack of confidence/self-esteem/resilience

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
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 Desired</p> <p>Outcomes 1, 2 & 3</p>	<p>Staff professional development linked to SDP initiatives and targeted at PP children including:</p> <ul style="list-style-type: none"> • Termly TA training sessions • Curriculum development to ensure progression, enrichment and coverage • Reading training to ensure clear progression and thorough development of high quality inference skills • Phonics training for all TAs • Precision teaching training for TAs • Release time for subject leads to support in the development of our new curriculum, working in collaboration with Alliance Hub, attending collaborative working parties and planning the intent and implementation of the curriculum 	<p>£21,050</p>
<p>Interventions</p> <p>Desired Outcomes 1, 2 & 3</p>	<ul style="list-style-type: none"> • Additional SENDCo time to target SEN PP children at Little Stoke, to facilitate necessary EHCP being achieved in order to fund adequate support • Additional behaviour support from Integra targeting PP children and providing parental support both individually and in • Learning Zone – high quality individualized learning in mornings • TA reading intervention for PP children operating 4 times a week • Project X and bespoke reading intervention in Key Stage 2 • Year 6 feedback intervention to be broadened to year 5 (10 weeks term 3 – Y6, 10 weeks Y5 – Term 4) • Range of bespoke writing interventions run by high quality TA • Phonics interventions for year 1 and year 2 retakes • Specific acceleration interventions for small number of children not having passed screening (or showing good application of phonics) in key stage 2 • Specific interventions targeted at specific groups within school (eg SEN) • Specific oracy project broadened to incorporate EYFS and Year 1 (led by EYFS lead) 	<p>£24,750</p>

<p>Learning Resources</p> <p>Desired Outcomes 1, 2, & 3</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Purchase of phonics books which accurately match the phonics stages being taught in EYFS and year 1 • Continuing purchase of high quality texts to support writing purposes linked to curriculum • Purchase of non-fiction books to develop prior knowledge of PP children in order to support reading comprehension This will be linked specifically to our SDP initiatives linked to boys reading • Groups sets of texts to support writing interventions (see above) • Independent reading provision targeted at groups of children eg gender specific, emphasizing learning skills, PHSE themes, skills needed to overcome listed learning barriers <p><u>Curriculum resources</u></p> <ul style="list-style-type: none"> • Specialist Science resources to engage and motivate children and enrich curriculum delivery eg microscope • A range of resources to support Science highlighted as an area of particular interest by 80% of our PP children and linked to our PSQM program of work • Specific art resources for pastoral lead to use with children in lunch time clubs • PE kits to support PP children to feel included and fully equipped <p><u>Computing</u></p> <ul style="list-style-type: none"> • Linked to school STEM initiative, purchase of high quality software for 32 new laptops purchased <p><u>Special Educational Needs Resources</u></p> <ul style="list-style-type: none"> • 2 further Net books to support dyslexic children • A range of resources to support PP children with a special educational needs 	<p>£12,610</p>
<p>Attendance</p> <p>Desired Outcomes 3 & 4</p>	<ul style="list-style-type: none"> • Education Welfare Services to target FSM/PP attendance and set targets to exceed 94% (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) • Targeted one to one work with parents to encourage higher attendance (DHT area of responsibility) 	<p>£750</p>

<p>Pastoral</p> <p>Desired Outcomes 3, 4 & 5</p>	<ul style="list-style-type: none"> • Specific pastoral support provided to support targeted PP children HLTA to run regular pastoral sessions with targeted children to support children in crisis or experiencing emotional difficulties • Behaviour support provided to PP children and families • TA to run lunchtime clubs to support children finding lunchtimes difficult • 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 • Bespoke sessions for groups of children needing specific support to engage with learning 	<p>£7,500</p>
<p>Enrichment</p> <p>Desired Outcome 5 & 6</p>	<ul style="list-style-type: none"> • Range of enrichment weeks in school are funded to raise engagement with all children and specific to raise engagement and interest of PP children: Science and Maths week, Arts week, Enterprise week • Pupil premium families are offered support towards first school visit • 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 perform to key stage 2 in term 2 • Continuing support for PP families to enable children to attend camp and activity days 	<p>£6,500</p>
<p style="text-align: center;">TOTAL</p>		<p>£73,160</p>

Plan of Specific Actions for 2019 - 2020

Due to the Covid-19 pandemic and the closure of schools from March 2020, most of the targets have been carried over into next years' Pupil Premium Action Plan. This current plan has been evaluated up to the term 3

Desired outcome	Precise Actions	Expected Improvement (What difference will the actions make?)	Lead and Monitor	Evaluation T3, T6
Quality First Teaching Desired Outcomes 1, 2 & 3	Run termly training to develop precision teaching targeted to PP	<ul style="list-style-type: none"> All TAs will run effective precision teaching with at least 5 children (35 in total across the year) with evaluated impact by class teacher. Format will depend on the focus. At least 60% will be PP TAs are able to evidence the impact of their input Conferencing with children evidences confidence in chosen area 	Lead CJ Monitor AS	<p>Precision set up with all TAs targeted at Pupil premium children</p> <p>First round of conference in February indicated 80% of children giving positive responses on their regular work with TA</p> <p>Observations set up for beginning of term 4</p>
	Set up, track and evaluate impact of a revised TA reading initiative	<ul style="list-style-type: none"> 90% of all PP children in TA reading intervention make at least good progress (3PP) and 30% make accelerated progress (4PP) TAs feel confident in delivering inference intervention work on a one to one basis with their reading children Interventions are well-targeted and appropriate for the needs of the children, incorporating key inference skills 	Lead IP Monitor BG	<p>78% of PP children targeted through reading initiative had made at least one point progress or gained at least 30% of objectives on previous test</p> <p>Three TAs are finding the timing difficult with their target children. Timetables to be adjusted in term 4 to facilitate reading before lunch</p>
	Run termly reading staff meetings to ensure staff have up-to-date training in most effective teaching strategies	<ul style="list-style-type: none"> Reading teaching shows good progression and an appropriate balance between progression, range and engagement Staff feel confidence in teaching reading structures 100% of drop-ins by English Lead evidence structures being followed correctly % of children reaching secure rises to 90% (excluding SEN) 	Lead – BG Monitor AS	<p>BG has run one meeting for TAs to check understanding of reading session structure. Emphasis being on reading less but spending more time interrogating text</p> <p>85% of staff show confident application of reading structures. Where there are development points these are being targeted through bespoke meetings</p> <p>Reading audit by LA teaching and learning advisor spoke of strong structures in school</p>
	Set up 'at risk' list of all children not reaching secure in reading and ensure they are accessing some form of appropriate intervention	<ul style="list-style-type: none"> Updated list ensures 'at risk' children are targeted well Strategies introduced through Pupil Progress meetings are implemented effectively Bespoke interventions will address the needs of these children 	Lead – BG Monitor - AS	<p>All 'at risk' groups established and children will be the subject of discussions</p> <p>Interventions are targeting these children effectively with 75% of year 6 now on track to reach expected+ in year 6 SATs. This is an improvement from 62%</p>
	Enable humanities, Science, Maths and English Lead to attend	<ul style="list-style-type: none"> New curriculum is formulated which has clear intent and planned outcomes. Key intentions will link to needs identified by school and through consultation with all stakeholders 	Lead – AS Monitor – CJ/SW	<p>The intent behind the new curriculum has been clearly articulated and worked on during an inset day with a range of stakeholders.</p>

	collaborative meetings with Alliance Hub and take a full an active part in the shaping of our new curriculum	<ul style="list-style-type: none"> • Collaboration with other hub schools will ensure skills are maximized resulting in a cohesive, highly individualized curriculum with significant themes which matter to our children and families 		<p>Meetings with Alliance for humanities and English are proving supportive and enabling key skills to be shared</p> <p>English lead has devised three terms of progressive English work centering on Fairytales/families and diversity/ emotional literacy. This will provide a cohesive progression of understanding on key skills linked to reading and writing. This has been discussed and endorsed by Teaching and Learning Lead.</p>
Interventions Desired Outcomes 1, 2 & 3	PP Lead to roll out Daniel Sobel intervention for two PP children in each class linked to reading engagement	<ul style="list-style-type: none"> • Children show good progress over the year and reach secure • Children show high levels of engagement evidenced through conferencing 	Lead - IP Monitor - AS	Due to staff illness this has not bee evaluated fully. This will be completed by the end of term 4. Preliminary monitoring and conferencing shows engagement from the three children involved.
	Specific PP bespoke reading interventions to be run	<ul style="list-style-type: none"> • 90% of all PP children in TA reading intervention make at least good progress (3PP) and 30% make accelerated progress (4PP) • TAs feel confident in delivering inference intervention work on a one to one basis with their reading children • Interventions are well-targeted and appropriate for the needs of the children, incorporating key inference skills 	Lead IP Monitor BG	See above
	Paired reading scheme to run term 2, 4 and 6 PP children targeted to act as junior coaches and also to be targeted for reading support	<ul style="list-style-type: none"> • Specific children show increased confidence through the paired reading scheme • PP children targeted for reading support evidence a 25%+ improvement on NFER results and are on track to reach secure 	Lead – BG Monitor - AS	Only two classes have started their paired reading initiative which will be evaluated two weeks after half term. The progress of the 10 children targeted will be highlighted after the next data point in February.
	Writing feedback to run in year 6 and year 5 from term 4	<ul style="list-style-type: none"> • The Y6 and Y5 teacher remain confident in using feedback and coaching structures. • Attainable and measurable targets are set through this feedback which result in accelerated progress of at least 4pp over the year • Pupils understand their next steps and how to meet the targets set and positive learning from feedback sessions is evident in future writing 	Leads – BG and RG Monitor - CJ	To run from term 4 onwards
	Specific phonics intervention for all year 3 and 4 children who did not pass phonics screening in year 1 or 2 or	<ul style="list-style-type: none"> • Children are highlighted and known across the school • Daily quick fire interventions are effective in ensuring phonics gap is closed • Children are reading appropriate books which match their phonic knowledge 	Lead – HR Monitor - AS	Year 3 and 4 phonics interventions have run through term 1 and 2. These re with 6 children who had not passed the phonics screening retake in year 2. These are all SEN boys who have made small steps of improvement hampered by attendance in two cases.

	who are not showing good application of phonics including PP	<ul style="list-style-type: none"> NFER tests show an improvement over time. 		
	Precision teaching targeted at specific pupils across the school run by trained TAs	<ul style="list-style-type: none"> Specific PP children are well-targeted for precision teaching to teach and reinforce key skills Improvements over a six week period are evidenced 	Lead – CJ Monitor - AS	See above
	Specific oracy project broadened to incorporate EYFS and Year 1 (led by EYFS lead)	<ul style="list-style-type: none"> Oracy Lead evidences improvements through conferencing and sampling of lessons across EYFS and Year 1 Children will have an additional opportunities to develop their communication skills through a planned structured activity Children’s communication skills will develop effectively and their vocabulary will be extended. Parents will be aware of how to support their children’s speech and language Children’s speech and language will develop through support at home. 	Lead – HR Monitor - AS	<p>Oracy input to year 1 eachers. Parent session set up in term one for all EYFS parents</p> <p>Oracy structures formalized including the setting up of a clear progression.</p>
Learning Resources Desired Outcomes 1, 2, & 3	Purchase phonics books which follow the order of teaching of phonics in school	<ul style="list-style-type: none"> Children will be more effectively supported through well-pitched reading materials Reading materials will reinforce learning in class effectively 	Lead – HR Monitor - AS	Phonics books purchased in term 1 and a parallel system of book boxes set up so teachers are able to guide children to reading books targeting the sounds currently being learnt. This system was scrutinized during the reading audit and our LA review and both our CSP and the teaching and Learning Advisor reported this was a robust system.
	Purchase non-fiction books to enable packs of high quality non-fiction linked to fiction texts to be set up	<ul style="list-style-type: none"> Children will show developing general knowledge which will link well to curriculum learning Children will be able to make meaningful links between areas of learning through their developing knowledge linked to their reading 	Leads - AS and BG Monitor - CJ	These will be purchased in March when the Pupil Premium Lead and Head Teacher will visit Peters in Birmingham to buy books targeted to new Curriculum
	Purchase texts for specific writing interventions linked to boys reading and writing	<ul style="list-style-type: none"> Boys progress measures will be between greater than 1.5 New texts engage boys in interventions and enable them to read more enthusiastically 	Leads – AS and BG Monitor - CJ	At the end of term 3, boys are on track to make greater than 1.5 progress. Three boys are causing concern and being targeted through interventions three times a week
	Research computer software and purchase for new laptops	<ul style="list-style-type: none"> Pupils have access to a range of software which links well to developing curriculum Software links to reading drives, providing high quality research sites and opportunities for children to use reading skills in meaningful contexts 	Lead – CJ Monitor AS	

	Purchase two further stand-alone lap tops to be used with PP children with specific writing difficulties	<ul style="list-style-type: none"> PP children are able to write more fluently and develop a greater engagement with writing Laptops enable a key barrier for pupils to be overcome 	Lead - AS Monitor - BG	<p>Computers are being used well to support two pupil premium children</p> <p>The purchase of 30 children lap tops with the help of FOLs has alleviated this issue</p>
Attendance Desired Outcomes 3 & 4	PP children's attendance to be tracked on a weekly basis	<ul style="list-style-type: none"> PP absence is reduced 6% or lower PP Persistent absence is below 10% PP broken weeks is reduced to 20% 	Lead – CJ Monitor - AS	PP absence is within the 6% target. This is with the exception of two PP child - one on a part time timetable and on with under 20% attendance due to chronic illness. Both being monitored by EWO
	One to one work with parents and PP lead where attendance falls below 94%	<ul style="list-style-type: none"> Targeted PP pupils attendance shows a minimum of 10% improvement on last year 	Lead – CJ Monitor - AS	<p>Up until term 3, 82% of targeted pupil premium children have shown at least a 10% improvement</p> <p>Four PP families targeted by CJ and EWO in term 4</p>
	Incentives for good attendance in place for term 2, 4 and 6	<ul style="list-style-type: none"> Children and parents are recognized for improved attendance and attendance which meets school targets 		This has not been completed by the decision was taken to do this twice yearly - once at the start of term 4 and the end of term 6
Pastoral Desired Outcomes 3, 4 & 5	Clear program of target pastoral support set up for zone 1 and zone 2 children run by three staff members. Children selected and impact evaluated	<ul style="list-style-type: none"> Pupils in most need have planned interventions either through specific therapies eg play therapy, lego therapy or through informal conversations or informal anger management strategies. Interventions are reviewed regularly and effectiveness discussed. Monthly meetings with Pastoral Team and SLT. Pupils demonstrate better regulation and focus in class 	Lead – AS Monitor - KT	<p>Lego therapy has proved very successful for three Pupil premium children and have resulted them being in class for greater periods of time.</p> <p>Daily pastoral sessions in afternoon have targeted LAC and CP children and supported children struggling to access class or experiencing difficulties at home. Total of 9 pupil premium children targeted.</p>
	Set up termly help sessions run by L O'R (Integra) to support parents with behaviour issues as needed or requested	<ul style="list-style-type: none"> Parents have access to targeted support either one to one or through group sessions Twice yearly parent sessions run by L O'R are evaluated as highly effective by the majority of parents 	Lead – AS Monitor - CJ	<p>Louise O'Rourke has worked closely with three PP children through terms 1 and 2. She has highlighted the need to set up afternoon nurture provision which will be looked at in the next financial year</p> <p>Parent sessions run on a one to one basis with parents and has targeted five pupil premium families</p>
	Lunchtime clubs to set up three times a week to support children finding lunchtimes difficult	<ul style="list-style-type: none"> Specific pupils are able to have a safe, happy lunch break Soft skills are developed and specific input linked to friendships enabled 	Lead – AS Monitor - CJ	Due to insufficient funding, it has not been possible to set up regular clubs three times a week. However, SLT have facilitated key children taking part in inside activities when needed.
Enrichment Desired Outcome 5 & 6	Run termly enrichment weeks for Science, Maths, Art and Enterprise	<ul style="list-style-type: none"> Enrichment engages pupils and sparks excitement in learning 	Lead – AS Monitor - CJ	Successful Maths and Science week. Science clubs running well. At least 50% of member ship are PP children or those who are just excluded from eligibility for pupil premium fusing
	Structured class parent	<ul style="list-style-type: none"> 85%+ of all families are represented at parent events 	Lead – AS	At least 85% of PP families represented at the first

	<p>events enable greater involvement of parents in children's learning</p>	<ul style="list-style-type: none"> • Events become more structured with parents also taking part in learning with their children eg Maths information evening 	<p>Monitor - CJ</p>	<p>parent events in terms 1 and 2</p> <p>Events have included maths, science and oracy session</p>
	<p>Set up evaluation system for specific PP children in each year group to monitor the impact of Forest School</p>	<ul style="list-style-type: none"> • PP pupil highlighted in each year group shows improvement in these key areas linked to our learning skills: creativity, resilience, curiosity, teamwork. • Specific criteria are looked at and evaluated through observations, conferencing and reports from class teachers. 	<p>Leads – JR and SC Monitor - AS</p>	<p>First indications show pupil premium children achieving well in creativity, curiosity and teamwork. Resilience will be the discussion of PP children in term 4</p> <p>Forest school certificates have targeted pupil premium children and linked well to school learning skills</p>

