



## Little Stoke Primary School

### Pupil Premium Strategy Statement and Action Plan

#### Covering academic year 2020-2021

(Funded through 2019-2020 and 2020-2021 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 2020/21

|   |                  |
|---|------------------|
| Total number of pupils on roll – Autumn Census    | 197              |
| Number of DP Pupils, Reception to Y6 (ever 6 FSM) | 58               |
| Looked After Children - £1600/pupil               | 2                |
| Percentage of pupils eligible for PP              | 28% - Ever 6 FSM |
| Amount of DP received per pupil                   | £1345            |
| Total amount of DP received                       | £78,010          |

## 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 197 children on role EYFS was over-subscribed for the fourth 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<br><br>SEND strategies with effectively target children   |
| 4. Improved attendance of disadvantaged children  | An improvement on the same group of children from last academic year<br>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. Mentoring will support improving behaviours for our most challenging children.              |
| 6. Disadvantaged children will have the same enriching educational experiences as their peers<br>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<br/>1, 2 &amp; 3</p> | <p>Staff professional development linked to SDP initiatives and targeted at PP children including:</p> <ul style="list-style-type: none"> <li>• Termly TA training sessions</li> <li>• Curriculum development to ensure progression, enrichment and coverage</li> <li>• Reading training to ensure clear progression and thorough development of high quality inference skills</li> <li>• Phonics training for all TAs</li> <li>• Precision teaching training for TAs</li> <li>• 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</li> <li>• Additional funding to provide catch up specifically for Pupil Premium children</li> </ul>  | <p>£23,065</p> |
| <p>Interventions</p> <p>Desired Outcomes<br/>1, 2 &amp; 3</p>          | <ul style="list-style-type: none"> <li>• Additional SENDCo time to target SEN PP children at Little Stoke, to facilitate necessary EHCP being achieved in order to fund adequate support. This includes release time for SENDCo to attend training, SEN cluster meetings.</li> <li>• Additional behaviour support from Integra targeting PP children and providing parental support both individually and in small groups</li> <li>• Mentoring through Sports Coaches, paid through Pupil Premium funding</li> <li>• Learning Zone – high quality individualized learning in mornings. Training for new HLTA</li> <li>• TA reading intervention for PP children operating 4 times a week</li> <li>• Project X and bespoke reading intervention in Key Stage 2</li> <li>• Year 6 feedback intervention to be broadened to year 5 (10 weeks term 3 – Y6, 10 weeks Y5 – Term 4)</li> <li>• Range of bespoke writing interventions run by high quality TA</li> <li>• Phonics interventions for year 1 and year 2 retakes</li> <li>• Specific acceleration interventions for small number of children not having passed screening (or showing good application of phonics) in key stage 2</li> </ul> | <p>£24,750</p> |

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| <p>Learning Resources</p> <p>Desired Outcomes<br/>1, 2, &amp; 3</p> | <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Purchase further phonics books which accurately match the phonics stages being taught in EYFS and year 1</li> <li>• Continuing purchase of high quality texts to support writing purposes linked to curriculum</li> <li>• 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 continued SDP initiatives linked to boys reading</li> <li>• Groups sets of texts to support writing interventions (see above)</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> </ul> <p><u>Curriculum resources</u></p> <ul style="list-style-type: none"> <li>• 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</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> <li>• Additional PE equipment targeted for PP children in after school clubs (this is additional to that provided by sports funding)</li> </ul> <p><u>Computing</u></p> <ul style="list-style-type: none"> <li>• Stem resources to support coding development within school</li> </ul> <p><u>Special Educational Needs Resources</u></p> <ul style="list-style-type: none"> <li>• 2 further Net books to support dyslexic children</li> <li>• A range of resources to support PP children with a special educational needs</li> </ul> <p><u>Specialist Services</u></p> <ul style="list-style-type: none"> <li>• Purchasing additional Psychologist, Occupational therapy slots to advance EHCPs for Pupil Premium children</li> </ul> | <p>£14,225</p> |
| <p>Attendance</p> <p>Desired Outcomes<br/>3 &amp; 4</p>             | <ul style="list-style-type: none"> <li>• Education Welfare Services to target FSM/PP attendance and set targets to exceed 94% (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>• Targeted one to one work with parents to encourage higher attendance (DHT area of responsibility)</li> <li>• Other attendance initiatives</li> </ul>  | <p>£750</p>    |

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| <p>Pastoral</p> <p>Desired Outcomes<br/>3, 4 &amp; 5</p> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Behaviour support provided to PP children and families</li> <li>• TA to run lunchtime clubs to support children finding lunchtimes difficult</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>• Bespoke sessions for groups of children needing specific support to engage with learning</li> <li>• Money to subsidise use of Breakfast Club and After School Club for Pupil Premium children when needed</li> </ul> | <p>£8,670</p>  |
| <p>Enrichment</p> <p>Desired Outcome<br/>5 &amp; 6</p>   | <ul style="list-style-type: none"> <li>• 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</li> <li>• Pupil premium families are offered support towards first school visit</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 perform to key stage 2 in term 2</li> <li>• Continuing support for PP families to enable children to attend camp and activity days</li> </ul>   | <p>£6,550</p>  |
| <p style="text-align: center;">TOTAL</p>                 |   | <p>£78,010</p> |

**Plan of Specific Actions for 2019 - 2020**

| Desired outcome   | Precise Actions   | Expected Improvement<br>(What difference will the actions make?)   | Lead and Monitor             | Evaluation T2, T4, T6 |
|---|---|--|------------------------------|-----------------------|
| <b>Quality First Teaching</b><br><br><b>Desired Outcomes 1, 2 &amp; 3</b> | Creation, evaluation and measuring of impact of reintegration curriculum September 2020. Training in term 6 and term 1  | <ul style="list-style-type: none"> <li>Children will reintegrate back into school successfully</li> <li>Conferencing will demonstrate the increased sense of belonging, participation, collaboration and resilience in children</li> <li>Children demonstrate learning attitudes enabling them to make good progress over the academic year.</li> </ul>  | Lead AS<br>Monitor CJ        |                       |
|   | Run termly training to develop precision teaching targeted to PP (Started in academic year 2019-2020)   | <ul style="list-style-type: none"> <li>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</li> <li>TAs are able to evidence the impact of their input</li> <li>Conferencing with children evidences confidence in chosen area</li> </ul>                                      | Lead CJ<br>Monitor AS        |                       |
|   | Set up, track and evaluate impact of a revised TA reading initiative  | <ul style="list-style-type: none"> <li>90% of all PP children in TA reading intervention make at least good progress (3PP) and 30% 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> | Lead IP<br>Monitor BG        |                       |
|   | Run termly reading staff meetings to ensure staff have up-to-date training in most effective teaching strategies  | <ul style="list-style-type: none"> <li>Reading teaching shows good progression and an appropriate balance between progression, range and engagement</li> <li>Staff feel confidence in teaching reading structures</li> <li>100% of drop-ins by English Lead evidence structures being followed correctly</li> <li>% of children reaching secure rises to 90% (excluding SEN)</li> </ul>  | Lead – BG<br>Monitor - AS    |                       |
|   | Set up new list of ‘at risk’ list of all children at risk of not reaching secure in reading and ensure they are accessing some form of appropriate intervention | <ul style="list-style-type: none"> <li>Updated list ensures ‘at risk’ children are targeted well</li> <li>Strategies introduced through Pupil Progress meetings are implemented effectively</li> <li>Bespoke interventions will address the needs of these children</li> </ul>   | Lead – BG<br>Monitor - AS    |                       |
|   | Enable humanities, Science, Maths and   | <ul style="list-style-type: none"> <li>New curriculum is formulated which has clear intent and planned outcomes. Key intentions will link to</li> </ul>  | Lead – CJ<br>Monitor – AS/SP |                       |

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|  | English Lead to continue attending collaborative meetings with Alliance Hub and take a full part in measuring impact of new curriculum                                 | <p>needs identified by school and through consultation with all stakeholders</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>  |                            |  |
| <b>Interventions</b><br><br><b>Desired Outcomes 1, 2 &amp; 3</b> | 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"> <li>• Children show good progress over the year and reach secure</li> <li>• Children show high levels of engagement evidenced through conferencing</li> </ul>  | Lead - IP<br>Monitor - AS  |  |
|  | Specific PP bespoke reading interventions to be run  | <ul style="list-style-type: none"> <li>• 90% of all PP children in TA reading intervention make at least good progress (3PP) and 30% 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>      | Lead IP<br>Monitor BG      |  |
|  | Paired reading scheme to run term 4 and 6 (covid allowing) PP children targeted to act as junior coaches and also to be targeted for reading support                   | <ul style="list-style-type: none"> <li>• Specific children show increased confidence through the paired reading scheme</li> <li>• PP children targeted for reading support evidence a 25%+ improvement on NFER results and are on track to reach secure</li> </ul>  | Lead – BG<br>Monitor - AS  |  |
|  | Writing feedback to run in year 6 and year 5 from term 3   | <ul style="list-style-type: none"> <li>• The Y6 and Y5 teacher remain confident in using feedback and coaching structures.</li> <li>• Attainable and measurable targets are set through this feedback which result in accelerated progress of at least 4pp over the year</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> </ul> | Leads – BG<br>Monitor - CJ |  |
|  | Specific phonics interventions for year 2 children who did not take the phonics screening due to the school closure and for all year 3 and 4 children who did not pass | <ul style="list-style-type: none"> <li>• Children are highlighted and known across the school</li> <li>• Daily quick fire interventions are effective in ensuring phonics gap is closed</li> <li>• Children are reading appropriate books which match their phonic knowledge</li> <li>• NFER tests show an improvement over time.</li> <li>• Phonics screening in term demonstrates than 75%+ of all children pass</li> </ul>               | Lead – HR<br>Monitor - AS  |  |



|  |   |   |                                   |  |
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|  | phonics screening in year 1 or 2 or who are not showing good application of phonics including PP            |   |                                   |  |
|  | Precision teaching targeted at specific pupils across the school run by trained TAs                         | <ul style="list-style-type: none"> <li>• Specific PP children are well-targeted for precision teaching to teach and reinforce key skills</li> <li>• Improvements over a six week period are evidenced</li> </ul>  | Lead – CJ<br>Monitor - AS         |  |
|  | Specific oracy project in EYFS and oracy hubs across the school   | <ul style="list-style-type: none"> <li>• Oracy Lead evidences improvements through conferencing and sampling of lessons across EYFS and Year 1 and 2</li> <li>• Children will have an additional opportunities to develop their communication skills through a planned structured activity</li> <li>• Children’s communication skills will develop effectively and their vocabulary will be extended.</li> <li>• Training run by oracy lead will enable Parents to be aware of how to support their children’s speech and language</li> <li>• Children’s speech and language will develop through support at home.</li> </ul> | Lead – HR<br>Monitor - AS         |  |
| <b>Learning Resources</b><br><br><b>Desired Outcomes 1, 2, &amp; 3</b> | Purchase phonics books which follow the order of teaching of phonics in school                              | <ul style="list-style-type: none"> <li>• Children will be more effectively supported through well-pitched reading materials</li> <li>• Reading materials will reinforce learning in class effectively</li> </ul>  | Lead – HR<br>Monitor - AS         |  |
|  | 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"> <li>• Children will show developing general knowledge which will link well to curriculum learning</li> <li>• Children will be able to make meaningful links between areas of learning through their developing knowledge linked to their reading</li> </ul>  | Leads - AS and BG<br>Monitor - CJ |  |
|  | Purchase texts for specific writing interventions linked to boys reading and writing                        | <ul style="list-style-type: none"> <li>• Boys progress measures will be between greater than 1.5</li> <li>• New texts engage boys in interventions and enable them to read more enthusiastically</li> </ul>   | Leads – AS and BG<br>Monitor - CJ |  |
|  | Purchas coding software for developing STEM activities  | <ul style="list-style-type: none"> <li>• Pupils have access to a range of software which links well to developing STEM curriculum</li> <li>• Software links to reading drives, providing high quality research sites and opportunities for children to use reading skills in meaningful contexts</li> </ul>   | Lead – CJ<br>Monitor AS           |  |

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| <b>Attendance</b><br><br><b>Desired Outcomes 3 &amp; 4</b>  | PP children's attendance to be tracked on a weekly basis   | <ul style="list-style-type: none"> <li>• PP absence is reduced 6% or lower</li> <li>• PP Persistent absence is below 10%</li> <li>• PP broken weeks is reduced to 20%</li> </ul>  | Lead – CJ<br>Monitor - AS |  |
|   | One to one work with parents and PP lead where attendance falls below 94%  | <ul style="list-style-type: none"> <li>• Targeted PP pupils attendance shows a minimum of 10% improvement on last year</li> </ul>   | Lead – CJ<br>Monitor - AS |  |
|   | Incentives for good attendance in place for term 2, 4 and 6  | <ul style="list-style-type: none"> <li>• Children and parents are recognized for improved attendance and attendance which meets school targets</li> </ul>   |                           |  |
| <b>Pastoral</b><br><br><b>Desired Outcomes 3, 4 &amp; 5</b> | Clear program of target pastoral support set up for zone 1 and zone 2 children run by JD, LW. Children selected and impact evaluated   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Interventions are reviewed regularly and effectiveness discussed. Monthly meetings with Pastoral Team and SLT. Pupils demonstrate better regulation and focus in class</li> </ul> | Lead – KT<br>Monitor - AS |  |
|   | Weekly support from Louise O'Rourke to set up strategies across the school and support in reports for EHCP applications linked to PP children. (Partly funded through SEN cluster) | <ul style="list-style-type: none"> <li>• Parents have access to targeted support either one to one or through group sessions</li> <li>• Twice yearly parent sessions run by L O'R are evaluated as highly effective by the majority of parents</li> </ul>   | Lead – KT<br>Monitor - CJ |  |
|   | Lunchtime clubs to set up three times a week to support children finding lunchtimes difficult Term 2 onwards   | <ul style="list-style-type: none"> <li>• Specific pupils are able to have a safe, happy lunch break</li> <li>• Soft skills are developed and specific input linked to friendships enabled</li> </ul>  | Lead – AS<br>Monitor - CJ |  |
| <b>Enrichment</b><br><b>Desired Outcome 5 &amp; 6</b>       | Run termly enrichment weeks for Science, Maths, Art and Enterprise   | <ul style="list-style-type: none"> <li>• Enrichment engages pupils and sparks excitement in learning</li> </ul>   | Lead – AS<br>Monitor - CJ |  |
|   | Structured class parent events enable greater involvement of parents in children's learning  | <ul style="list-style-type: none"> <li>• 85%+ of all families are represented at parent events</li> <li>• Events become more structured with parents also taking part in learning with their children eg Maths information evening</li> </ul>   | Lead – AS<br>Monitor - CJ |  |

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|  | Set up evaluation system for specific PP children in each year group to monitor the impact of Forest School | <ul style="list-style-type: none"><li>• PP pupil highlighted in each year group shows improvement in these key areas linked to our learning skills: creativity, resilience, curiosity, teamwork.</li><li>• Specific criteria are looked at and evaluated through observations, conferencing and reports from class teachers.</li></ul> | Leads –<br>JR and SC<br>Monitor - CJ |  |
|--|---|--|--------------------------------------|--|

