

STRATFORD UPON AVON PRIMARY

The Pupil Premium

This report outlines how our school has spent the Pupil Premium allocation in 2015-16 and how it plans to spend it in the forthcoming academic year. It also outlines the progress that children in receipt of the pupil premium last year made across areas of reading writing and mathematics. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do.

Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

School are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered '**rich opportunities and memorable experiences**' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high quality research and publications, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding. We are also aware that the unique features of our local economy, where many parents participate in part-time work, or in work that is seasonal, results in significant numbers of our parents not being eligible to claim for free school meals.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.

Our Pupil Premium Funding 2016-17

Total number of pupils on role: 201
 Total number of pupils currently eligible for Pupil Premium Grant: 17
 Total amount of Pupil Premium Grant per pupil: £1320
 Total amount of Pupil Premium Grant: £22,280

Our Targeted Areas

In order to improve the progress and outcomes for Pupil Premium pupils we aim to:

- Improve oral language skills and knowledge of phoneme/grapheme correspondence in Years R to Year 4
- Make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing by the end of the year.
- Enable identified children to access the curriculum in line with their peers, with adult support.
- Increase attendance rates for specific pupils eligible for PP.
- Support access to trips, workshops and extracurricular activities as required.

1. Summary information

School	Stratford Primary School				
Academic Year	2016-17	Total PP budget	£22,280	Date of most recent PP Review	2016
Total number of pupils	201	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Sept 2017

2. Current attainment

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	Y1 0% (1) Y2 retake 100% (3)	81%
% achieving in reading, writing and maths in KS1	0% (3)	N/A
% reaching expected standard in reading KS1	100% (3)	76%
% reaching expected standard in writing KS1	0% (3)	68%
% reaching expected standard in maths KS1	0% (3)	75%
% achieving in reading, writing and maths in KS2	100% (4)	61%
% reaching expected standard in reading KS2	100% (4)	71%
% reaching expected standard in writing KS2	100% (4)	76%
% reaching expected standard in GPS KS2	100% (4)	77%
% reaching expected standard in maths KS2	100% (4)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

- | | |
|-----------|--|
| A. | Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. |
|-----------|--|

B.	Writing attainment and progress is low compared to non-PP pupils in school.	
C.	Specific children require additional support due to attention issues and learning difficulties.	
External barriers (<i>issues which also require action outside school</i>)		
D.	Overall attendance of PP pupils (95%) is only slightly less than non PP (98%) but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind on average.	
E.	Specific children cannot afford trips and events, limiting their access to the curriculum.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills and knowledge of phoneme/grapheme correspondence from EYFS to lower KS2	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. PP pupils in Year 2 pass the phonics retake.
B.	Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing by the end of the year.	Pupils eligible for PP meet age related expectations measured by teacher assessments and by successful moderation
C.	The identified children will access the curriculum in line with their peers, with adult support.	The identified children will progress at the same rate as their peers from their own starting points.
D.	Increased attendance rates for specific pupils eligible for PP.	All children eligible for PP will maintain an attendance of at least 96.00 to meet the school target. Lateness will stay below 10%.
E.	All children eligible for PP will be able to access trips, workshops and extracurricular activities as required.	Children will have the opportunity to participate in school activities.

Nature of Support – Last Year 2015-2016

Record of Pupil Premium Grant Spending by item/project 2015-16

Item/Project/Action	Objectives	Cost	Outcomes
Learning and Curriculum -HLTA Interventions -SEN TA support -Additional resources -Additional DHT support	To make rapid progress and increased attainment in the core subjects	£9370	→ Good progress in Year 6 resulting in 3 of the 5 PPG pupils reaching expected standard or higher → Year 2 phonics screening retakes successful for all PP pupils
Social and Emotional -One to One mentoring -Children's counsellor -Nurture Group -Friends for Life	To enable pupils to access the curriculum in line with their peers	£1630	→ Pupils experiencing difficulties accessing learning in better position for learning and accessing curriculum
Enrichment -After school clubs -Music tuition -Residential trips -Educational visits	To promote opportunities for enrichment and self-esteem building	£2745	→ Three Y6 pupils had funding contributing to their residential trip → Each PP pupil received funding allocated for educational visits

			→ Drama, art and sports after school club places were increased through supply of finding support → Music tuition was financed for one pupil
Families and Community -Year 6 Programme -Home Visits YrR -Pastoral support -Individual provision – ready to learn -Holiday clubs -Out of school support	To make links with families to ensure pupils are ready to learn	£2031	→ Pupils experiencing difficulties accessing learning in better position for learning and accessing curriculum → Extra home visits made with YR pupil with EHC plan to prepare for start of school → Support with holiday club funding enabled pupils to build skills outside of school
Staff training ~ Speech and Language training for EYFS staff ~ Release for SENCO to attend various cluster training/meetings	To improve provision for pupils through CPD	£3500	→ Speech and language provision ensuring progress for EHC Plan pupil → SENCO developed professional links to establish good practice
Resources ~ FirstClass@Number maths intervention ~ Social Skills resources ~ Expanding reading material for KS1 and KS2	To ensure resources are matched to pupil need	£2500	→ Resources purchased and in use for interventions

Nature of Planned Support – This Year 2016 - 2017			
Record of planned Pupil Premium Grant Spending by item/project 2016-17			
Item Project Action	Objectives	Cost	Expected outcomes
Specialist teaching of oral language skills and early phonics Specialist Experienced teacher leading teaching of phonics across the school. Working directly and indirectly with children. This includes: - Working directly with children, teaching them phonics – predominantly in Reception, Year 1 and Year 2, but also re-tracking in KS2	To make rapid progress and increased attainment in oral language skills and phonics	£5460	→ Pupils in Year 2 pass retake of Phonics Screening in June → 85% Year 1 pupils pass Phonics Screening in June → Rapid progress for all PP pupils in oral language skills, phonics, and spelling

<ul style="list-style-type: none"> - Creation of phonics 'parent packs' for all children, benefitting disproportionately the PP children - Meeting very frequently with parents to support phonics - - Creating and improving school wide phonics systems – and tracking/organising support for children who are PP. - Phonics training for teachers and TAs 			<ul style="list-style-type: none"> → Parent involvement and understanding improves enabling support at home → Phonics teaching is at least good across the school
<p>Increase success of targeted interventions: Specific additional small group or one to one teaching for writing</p> <p>Specific Teaching by either Higher Level Teaching Assistants, Teaching Assistants or Qualified Teachers.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Small group teaching of writing - Individual teaching and re-tracking to ensure progress - Teaching of early writing in class or in intervention. - Delivery of specific programmes of support where relevant – phonics, toe by toe, among others. - One to one teaching and support alongside children in class - Additional resource in the form of TA support to ensure all children make progress. - Support with transitions between classes or children joining the school. - Training for teaching assistants in writing strategies and interventions 	To make rapid progress and increased attainment in writing	£7251	<ul style="list-style-type: none"> → Progress and attainment in writing increased for PPP, reducing barriers to learning → 12.9m progress on average in writing
<p>Teaching and Curriculum Training – School Improvement work</p> <p>Improving the wider aspiration and expectation in the curriculum for the benefit of PP children.</p> <p>This includes:</p> <ul style="list-style-type: none"> - A focus on improving metacognitive strategies for independent learning (reinforced through 'Learning to Learn' focus) - Development of teachers' strategies for supporting PP children through effective dialogue, marking and feedback. 	To improve metacognitive strategies for independent learning	£580	<ul style="list-style-type: none"> → Progress and attainment increased for PPP across the curriculum, reducing barriers to learning → 13.8m progress on average in reading → 12.9m progress on average in writing → 12m progress on average in maths
<p>Provide financial support on a case-by-case basis to families eligible for Pupil Premium.</p> <ul style="list-style-type: none"> - Provide funding to allow PP pupils to access school trips, music lessons, after school clubs etc - Enable pupils in Year 4 to participate in swimming lessons in Summer term - Advertise this availability to parents 	To promote opportunities for enrichment and self-esteem building	£880	<ul style="list-style-type: none"> → PPP encouraged to attend clubs to promote self-esteem and feeling of involvement → PPP are able to join class trips → PPP make expected end of Key Stage attainment in swimming
<p>Improve approaches to attention and behaviour issues</p> <ul style="list-style-type: none"> - Provide additional TA hours for 1:1 support for these children in core areas of learning/subjects. <p>Access external services for behaviour support.</p>	To enable pupils to access the curriculum in line with their peers	£7708	<ul style="list-style-type: none"> → Targeted attention and behaviour approaches enable PPP to access the curriculum and make rapid progress

<ul style="list-style-type: none"> - Devise personalised approach and flexible differentiation of work in lessons. Additional 1:1 support will allow for this and minimise the impact of their needs on other children in their classes. - Develop restorative approaches and focus on positive behaviours. - Engage with and support parents/carers with strategies - The provision of behaviour, self esteem or social emotional support where required - 'Positive and Possible Approaches to Behaviour Management' training for SENCO - Teacher and TA training in behaviour management - INSET 			
Promote Pupil Premium claims support through newsletter development <ul style="list-style-type: none"> - FSM is promoted through regular newsletter items - Parents entitled to Universal FSM targeted 	To create opportunities for families to receive FSM	£200	→ Newsletter items encourage the claiming of FSM → Claiming of FSM increases, especially in FKS and KS1
Improve attendance rates for some pupils <ul style="list-style-type: none"> - First day response provision - Letters to parents 	To improve attendance of pupils	£200	→ Increased attendance
NB: Whilst many of our highly focussed short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.			

Stratford Primary School Impact Statement – Educational Progress and Attainment

Black – Pupil Premium performance

Blue – Non-Pupil Premium performance

Autumn Term

Progress (4 months is expected)

Reading - 73% made expected or above, 20% made better than expected (4+months)

Writing - 80% made expected or above, 20% made better than expected (4+months)

Maths - 66% made expected or above, 13% made better than expected (4+months)

Attainment

Reading % at or above ARE % above ARE (77% at or above ARE 1% above ARE)

Writing % at or above ARE % above ARE (71% at or above ARE 1% above ARE)

Maths % at or above ARE % above ARE (75% at or above ARE 6% above ARE)

Spring Term

Progress (8 months is expected)

Reading - 73% made expected or above, 53% made better than expected (8+months)

75% made expected or above, 33% made better than expected (8+ cumulative across the year)

Writing - 87% made expected or above, 53% made better than expected (8+months)

83% made expected or above, 39% made better than expected (9+ cumulative across the year)

Maths - 67% made expected or above, 47% made better than expected (8+months)

72% made expected or above, 30% made better than expected (8+cumulative across the year)

Attainment

Reading % at or above ARE % above ARE (79 % at or above ARE 2% above ARE)

Writing% at or above ARE % above ARE (72% at or above ARE 2% above ARE)

Maths% at or above ARE % above ARE (77% at or above ARE 3% above ARE)

Summer Term

Progress (12 months is expected)

Reading -75% made expected or above, 50% made better than expected (14+ months)

82% made expected or above, 46% made better than expected (12+ cumulative across the year)

Writing - 94% made expected or above, 38% made better than expected (13+ months)

79% made expected or above, 40% made better than expected (12+ cumulative across the year)

Maths - 63% made expected or above, 44% made better than expected (12+ months)

80% made expected or above, 42% made better than expected (12+ cumulative across the year)

Attainment

Reading % at or above ARE % above ARE (85% at or above ARE 6% above ARE)

Writing% at or above ARE % above ARE (98% at or above ARE 4% above ARE)

Maths% at or above ARE % above ARE (83% at or above ARE 5% above ARE)