

STRATFORD UPON AVON PRIMARY SCHOOL

The Pupil Premium

This report outlines how our school has spent the Pupil Premium allocation in 2018-2019 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.

Schools 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 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 2019 - 20

Total number of pupils on role: 217

Total number of pupils currently eligible for Pupil Premium Grant: 24

Total amount of Pupil Premium Grant per pupil: £1320/£2300[CLA]

Total amount of Pupil Premium Grant: £26400 + £9200 = £35600

Our Targeted Areas

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

- Make rapid progress in writing and maths so that all pupils eligible for PP meet age related expectations by the end of the year.

- Improve oral language skills and knowledge of phoneme/grapheme correspondence across the school.
- Increase attendance rates for specific pupils eligible for PP.
- Support pupils with specific social and emotional needs which affect their learning
- Support access to trips, workshops and extracurricular activities as required.

1. Summary information

School	Stratford Primary School				
Academic Year	2019-2020	Total PP budget	£35600	Date of most recent PP Review	Sept 2019
Total number of pupils	217	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Sept 2020

2. Current attainment 2019

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	Y1 100% (2) Y2 retake 0% (2)	93% (82%)
% achieving in reading, writing and maths in KS1	0% (3)	89% (64%)
% reaching expected standard in reading KS1	33% (3)	93% (76%)
% reaching expected standard in writing KS1	0% (3)	96% (69%)
% reaching expected standard in maths KS1	33% (3)	93% (77%)
% achieving in reading, writing and maths in KS2	80% (5)	83% (65%)
% reaching expected standard in reading KS2	80% (5)	93% (73%)
% reaching expected standard in writing KS2	80% (5)	97% (78%)
% reaching expected standard in maths KS2	80% (5)	90% (79%)

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

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

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| A. | Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. |
| B. | Writing and maths attainment and progress is low compared to non-PP pupils in school. |
| C. | Specific children require additional support due to social and emotional needs. |

External barriers *(issues which also require action outside school)*

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| D. | Overall attendance of PP pupils is only slightly less than non PP but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind. |
| 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	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 pupil in Year 2 passes 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 and maths	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 97% 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 all school activities and some extracurricular activities.

Nature of Support – Last Year 2017-2018

Objectives	Actions	Costs	Expected Outcomes	Impact Autumn/Spring/Summer
A. Improve oral language skills and knowledge of phoneme/ grapheme correspondence	<ul style="list-style-type: none"> • APPs used to plan interventions matched to need • Daily pre-teaching enables PP pupils to access the core subjects • Termly progress reviews with teachers and TAs 	£6529 (TA support)	<ul style="list-style-type: none"> ➢ Y2 PP pupil passes Y1 phonics retake ➢ PP pupils make greater than 12m progress in reading to close the gap 	<ul style="list-style-type: none"> ➢ Y1 PP pupils are working on Phase 5 phonics and Y2 PP pupils are working on Phase 3 phonics. Interventions are in place for all Y1 and Y2 PP pupils for phonics. ➢ 95% at or above progress in reading ➢ Whist both Y2 PP pupils made improvements, neither passed the phonics retake. ➢ Both Y1 PP pupils passed the phonics assessment. ➢ Only 3 PP pupils narrowly missed the 12m expected progress in reading.
B. Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing and maths	<ul style="list-style-type: none"> • APPs used to plan interventions matched to need • Daily pre-teaching enables PP pupils to access the core subjects • Termly progress reviews with teachers and TAs 	£6529 (TA support) £1000 (Maths Mastery) £480 (Mathletics) £250 (IPad) £200 (laptop)	<ul style="list-style-type: none"> ➢ PP pupils make greater than 12m progress in writing to close the gap ➢ PP pupils make greater than 12m progress in maths to close the gap 	<ul style="list-style-type: none"> ➢ 95% at or above progress in writing ➢ 85% at or above progress in maths (interventions in place for 3 pupils not making expected progress) ➢ Four pupils did not make the expected 12 months progress in writing and maths (to continue to be a focus next year)
C. PP children will access the curriculum in line with their peers, with adult support.	<ul style="list-style-type: none"> • Lunchtime nurture room • Nurture provision with TAs/SENDCo • Daily pre-teaching enables PP pupils to access the core subjects • Snack provision to boost energy levels • Yoga/ mindfulness [Well-being café] 	£380 (nurture lunch) £1014 (TA nurture) £1673 (SENDCo nurture) £100 (nurture resources) £7016 (TA pre-teach) £100	<ul style="list-style-type: none"> ➢ Pre-teaching prepares pupils for future learning in order to build confidence and give higher level starting points to learning. ➢ Nurture provision enables pupils to feel able to access learning ➢ Nurture time and support builds pupils' emotional development 	<ul style="list-style-type: none"> ➢ Pre-teaching showing positive impact for learning in core subjects. PP pupils included in pre-teaching groups in all year groups. ➢ 13 pupils having nurture provision in small groups or 1:1. Opportunities to share thoughts and build well-being are showing impact back in the classroom ➢ Planning is underway for 'nurture' lunchtime provision aimed at PP pupils ➢ Monitoring of pre-teaching showed this to have great impact on the access to core learning for PP pupils. ➢ Nurture lunchtime has been popular throughout the school and accessed by 75% of PP pupils.

		(nutrition) £480 (mindfulness)	➤ Self-esteem, social skills and behaviour improves, leading to increased confidence and attainment in the classroom	➤ Nurture activities have been designed to enable pupils to develop social skills, confidence and their emotional literacy, which in turn has promoted confidence and attitude to learning
D. Increased attendance rates for specific pupils eligible for PP.	<ul style="list-style-type: none"> Monitoring of attendance and lateness Phone calls to chase up Procedure to follow according to attendance policy 	£510 (WES)	<ul style="list-style-type: none"> All PP pupils meet the expected 98% attendance Poor attendance is followed up according to policy, which leads to improved attendance All pupils are in on time for learning to start 	<ul style="list-style-type: none"> PP pupil attendance averages at 95.63% (compared to non-PP 97.65%) 8 PP pupils have 100% attendance 10 PP pupils have below 95% attendance 2 PP pupils have improved on their 'late' to school time enabling them to access much greater learning PP pupil attendance averages at 95.2% (96.6% discounting the two lowest) 10 PP pupils have attendance of 98% or greater 6 PP pupils have below 95% attendance All but two pupils are regularly in on time for learning to start. Poor attendance and lateness (2) is always followed up through the office and SLT
E. All children eligible for PP will be able to access trips, workshops and extracurricular activities as required.	<ul style="list-style-type: none"> Letter to parents reminding of support available Funding distribution recorded Rocksteady bursary spaces used 	£528 (club x16) £460 (trip x16) £0 (Rocksteady) £300 (music) £132 (swimming)	<ul style="list-style-type: none"> All PP pupils access school trips with their classes All PP pupils access after school clubs All Y4 PP pupils take part in swimming lessons and reach the expected standard Two PP pupils benefit from Rocksteady academy PP pupils benefit from music lessons PP pupils are enriched beyond the national curriculum 	<ul style="list-style-type: none"> 11 pupils have had school trips paid for 1 pupil has attended a paid after school club Two PP pupils benefit from Rocksteady academy – team work 15 PP pupils have had school trips paid for over the year 6 PP pupils have attended a paid school club over the year All Y4 PP pupils benefited from swimming sessions for a term
	Total	£27680		

Nature of Planned Support – This Year - 2019/2020

Objectives	Actions	Costs	Expected Outcomes	Impact Autumn/Spring/Summer
A. To make rapid progress and increased attainment in oral language skills and phonics.	<ul style="list-style-type: none"> Phonics tracker used at intervals to assess and track accurately. Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation time for practice and application of skills Priority reading with TAs if pupils are unable to read at home 	£8179 (TA support) £1250 (Bought interventions)	<ul style="list-style-type: none"> Improved learning outcomes in phonics (meeting end of year age-related objectives) Year 2 PP pupil passes Phonics Screening retake Year 1 PP pupils (x4) pass Phonics Screening APPs written to plan for progress show impact <p>All end of year assessments were cancelled due to Covid-19</p>	<ul style="list-style-type: none"> Y1 PP pupils have made progress over the first term in preparation for phonics assessment Y2PP pupil has made 75% increase in phonics scores over the term. Provision Maps written and reviewed termly show impact of interventions. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls
B. To make rapid progress and increase attainment in writing and maths.	<ul style="list-style-type: none"> Baseline assessments carried out to establish need. Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. 	£9470 (TA support) £2750 (Bought interventions)	<ul style="list-style-type: none"> Improved learning outcomes in phonics (meeting end of year age-related objectives) All PP progress make at least expected progress in the core areas APPs written to plan for progress show impact Monitoring and evaluation shows all PP pupils are 	<ul style="list-style-type: none"> PP pupils making at least expected progress are: 74%(reading), 86%(writing), 74%(maths) for the autumn term. Provision Maps written and reviewed termly show impact of interventions. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls

	<ul style="list-style-type: none"> Interventions planned to cater for individual needs Support within lessons to improve access to learning Aspirational targets set for progress 		<p>responding well to marking so that their work is improving in measured steps.</p> <p>All end of year assessments were cancelled due to Covid-19</p>	
C. To enable pupils to access the curriculum in line with their peers.	<ul style="list-style-type: none"> Regular reviews of PP attainment and progress Opportunities for parents to receive support and guidance Time and support (1:1 and group) is timetabled to help build pupils emotional development Continue 'Nurture Lunchtimes' 	£380 (nurture lunch) £2100 (TA nurture) £300 (nurture resources) £8509 (TA pre-teach)	<ul style="list-style-type: none"> Self-esteem, resilience, social skills and behaviour of identified pupils is improved leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> Nurture lunchtimes continue to be a success with 88% of the Pupil Premium pupils opting for the weekly sessions Self-esteem, resilience, social skills and behaviour of identified pupils is improved Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls Throughout Lockdown, our TA responsible for nurture provision made regular contact with those pupils she had been working with to maintain support
D. To improve attendance and reduce lateness of pupils.	<ul style="list-style-type: none"> Close communication between all staff to track pupils with concerning attendance and/or punctuality HT to address concerns with parents and develop action plan as necessary 	£510 (WES)	<ul style="list-style-type: none"> All children eligible for PP will maintain an attendance of at least 97% to meet the school target Lateness will stay below 10% 	<ul style="list-style-type: none"> 33% (8) pupils have above 97% attendance of which 8% (2) pupils have 100% attendance, 33% (8) pupils have attendance between 95% and 97%, 33% (8) pupils have low attendance <95% [school-wide sickness bug] Lateness is well below 10% (0.38%) Absence and lateness is tracked and alerted to concerns each morning. Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with SLT via letters, emails, home visits and phone calls Where PP pupils were struggling with home learning, spaces were made available for them to attend school with key worker children
E. To promote opportunities for enrichment and self-esteem building.	<ul style="list-style-type: none"> Analysis of PP pupils who have taken part in clubs/received music lessons Letters to PP parents guiding them to what support is available Funding arranged for extracurricular activities Two bursary spaces awarded to PP pupils for Rocksteady. 	£792 (club x24) £690 (trip x24) £0 (Rocksteady) £300 (music) £20 (swimming) £350 Uniform	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> 81% of PP pupils have benefited from paid assistance to attend class trips 10 PP pupils have attended paid extra-curricular activities with support from the funding Two PP pupils have had subsidised music lessons 7 PP pupils have received some school uniform Food Vouchers initially supplied to some of the most vulnerable families before the Government Edenred support. Vouchers were hand delivered to some families. Families identified as being in need were supported through application for FSM. Families were regularly given contact details of wellbeing and mental health
		£35,600		
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.				

