

## The Pupil Premium

*This report outlines how our school has spent the Pupil Premium allocation in 2017-18 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 2018-19

Total number of pupils on role: 207  
 Total number of pupils currently eligible for Pupil Premium Grant: 18  
 Total amount of Pupil Premium Grant per pupil: £1320/£2300[CLA]  
 Total amount of Pupil Premium Grant: £18480 + £9200 = £27680

### 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

<b>School</b>	Stratford Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£27680	<b>Date of most recent PP Review</b>	2018
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	Sept 2019

#### 2. Current attainment 2018

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	Y1 50% (2) Y2 retake 0% (1)	100% (83%)
% achieving in reading, writing and maths in KS1	0% (1)	93% (64%)
% reaching expected standard in reading KS1	0% (1)	90% (76%)
% reaching expected standard in writing KS1	0% (1)	93% (68%)
% reaching expected standard in maths KS1	0% (1)	90% (75%)
% achieving in reading, writing and maths in KS2	100% (1)	92% (68%)
% reaching expected standard in reading KS2	100% (1)	96% (78%)
% reaching expected standard in writing KS2	100% (1)	100% (82%)
% reaching expected standard in GPS KS2	100% (1)	92% (83%)
% reaching expected standard in maths KS2	100% (1)	96% (81%)

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 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)			
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			
	Desired outcomes and how they will be measured	Success criteria	
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 school activities.	
Nature of Support – Last Year 2017-2018			
Item Project Action	Objectives	Cost	Expected outcomes
<ul style="list-style-type: none"><li>Regular reviews of PP attainment and progress</li><li>Regular communication between teachers and SLT (individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources)</li><li>Teaching resources and materials – SENCO to liaise with SLT as necessary</li><li>SENCO/English lead observe interventions and provide feedback regarding strategies, next steps, resources</li><li>Clear communication between teachers and TAs – expectations within lessons</li><li>TA timetables carefully planned</li></ul>	To make rapid progress and increased attainment in oral language skills and phonics	(staffing) £3760  (Phonics posters) £150  (Phonics Tracker) £280  (Toe-by-Toe intervention) £120	<ul style="list-style-type: none"><li>Improved learning outcomes in reading, phonics, writing and maths (meeting end of year age-related objectives)</li><li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li><li>Consolidation of learning completed in classes – time for practise and application of skills</li><li>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching</li></ul>

<ul style="list-style-type: none"> <li>Teachers and TAs liaise with SENCO closely and regularly</li> <li>Weekly TA meetings with SENCO and HT - sharing of ideas and resources, training and updates</li> <li>Teacher and SENCO review – careful planning of interventions to be completed each half term</li> <li>APPs written and followed to support interventions – showing impact</li> <li>Pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how interventions could improve outcomes</li> <li>Data analysis at end of each term to identify pupils whose progress is causing concern and to review successes</li> </ul>	<p><b>To make rapid progress and increase attainment in writing and maths</b></p>	(staffing) £8060  (Maths mastery) £1000  (Mathletics) £480  (Plus 1 /Power of 2) £80	<ul style="list-style-type: none"> <li>to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>Priority reading with TAs if pupils are unable to read at home</li> <li>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>
	<p><b>To enable pupils to access the curriculum in line with their peers</b></p>	(staffing) £2500	
<ul style="list-style-type: none"> <li>Disability Awareness day with sessions to raise awareness of disability</li> <li>Annual analysis of number of pupils who have taken part in clubs</li> <li>Staff to talk to children/parents about possible interests and available clubs</li> <li>Funding arranged (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> <li>Funding for one pupil with 'Rocksteady' club</li> </ul>	<p><b>To promote opportunities for enrichment and self-esteem building</b></p>	(staffing – nurture) £3500  (DA day) £350  (Clubs and trips) £1600  (Road Safety training) £510  (Singing Playgrounds) £550  (nurture resources) £150	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to help build pupils' emotional development</li> <li>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> <li>Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities</li> <li>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> <li>Pupils are able to participate fully in school trips and residential trips</li> <li>Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential trips</li> </ul>
<ul style="list-style-type: none"> <li>Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality.</li> <li>HT to address concerns with parents and develop action plan as necessary</li> </ul>	<p><b>To improve attendance and reduce lateness of pupils</b></p>	£510 (WES)	<ul style="list-style-type: none"> <li>A "sharper focus" on tracking attendance due to the new tracking system and rewards strategy (including whole school display and newsletter item)</li> <li>Development in supporting and challenging parents</li> <li>Staff focus on attendance on a daily basis</li> </ul>
		<b>£23,600</b>	

Nature of Planned Support – This Year - 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"> <li>• APPs used to plan interventions matched to need</li> <li>• Daily pre-teaching enables PP pupils to access the core subjects</li> <li>• Termly progress reviews with teachers and TAs</li> </ul>	£6529 (TA support)	<ul style="list-style-type: none"> <li>➢ Y2 PP pupil passes Y1 phonics retake</li> <li>➢ PP pupils make greater than 12m progress in reading to close the gap</li> </ul>	<ul style="list-style-type: none"> <li>➢ 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.</li> <li>➢ 95% at or above progress in reading</li> </ul>
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"> <li>• APPs used to plan interventions matched to need</li> <li>• Daily pre-teaching enables PP pupils to access the core subjects</li> <li>• Termly progress reviews with teachers and TAs</li> </ul>	£6529 (TA support) £1000 (Maths Mastery) £480 (Mathletics) £250 (IPad) £200 (laptop)	<ul style="list-style-type: none"> <li>➢ PP pupils make greater than 12m progress in writing to close the gap</li> <li>➢ PP pupils make greater than 12m progress in maths to close the gap</li> </ul>	<ul style="list-style-type: none"> <li>➢ 95% at or above progress in writing</li> <li>➢ 85% at or above progress in maths (interventions in place for 3 pupils not making expected progress)</li> </ul>
C. PP children will access the curriculum in line with their peers, with adult support.	<ul style="list-style-type: none"> <li>• Lunchtime nurture room</li> <li>• Nurture provision with TAs/SENDCo</li> <li>• Daily pre-teaching enables PP pupils to access the core subjects</li> <li>• Snack provision to boost energy levels</li> <li>• Yoga/ mindfulness [Well-being café]</li> </ul>	£380 (nurture lunch) £1014 (TA nurture) £1673 (SENDCo nurture) £100 (nurture resources) £7016 (TA pre-teach) £100 (nutrition) £480 (mindfulness)	<ul style="list-style-type: none"> <li>➢ Pre-teaching prepares pupils for future learning in order to build confidence and give higher level starting points to learning.</li> <li>➢ Nurture provision enables pupils to feel able to access learning</li> <li>➢ Nurture time and support builds pupils' emotional development</li> <li>➢ Self-esteem, social skills and behaviour improves, leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>➢ Pre-teaching showing positive impact for learning in core subjects. PP pupils included in pre-teaching groups in all year groups.</li> <li>➢ 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</li> <li>➢ Planning is underway for 'nurture' lunchtime provision aimed at PP pupils</li> </ul>
D. Increased attendance rates for specific pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Monitoring of attendance and lateness</li> <li>• Phone calls to chase up</li> <li>• Procedure to follow according to attendance policy</li> </ul>	£510 (WES)	<ul style="list-style-type: none"> <li>➢ All PP pupils meet the expected 98% attendance</li> <li>➢ Poor attendance is followed up according to policy, which leads to improved attendance</li> <li>➢ All pupils are in on time for learning to start</li> </ul>	<ul style="list-style-type: none"> <li>➢ PP pupil attendance averages at 95.63% (compared to non-PP 97.65%)</li> <li>➢ 8 PP pupils have 100% attendance</li> <li>➢ 10 PP pupils have below 95% attendance</li> <li>➢ 2 PP pupils have improved on their 'late' to school time enabling them to access much greater learning</li> </ul>
E. All children eligible for PP will be able to access trips, workshops and extracurricular activities as required.	<ul style="list-style-type: none"> <li>• Letter to parents reminding of support available</li> <li>• Funding distribution recorded</li> <li>• Rocksteady bursary spaces used</li> </ul>	£528 (club x16) £460 (trip x16) £0 (Rocksteady) £300 (music) £132 (swimming)	<ul style="list-style-type: none"> <li>➢ All PP pupils access school trips with their classes</li> <li>➢ All PP pupils access after school clubs</li> <li>➢ All Y4 PP pupils take part in swimming lessons and reach the expected standard</li> <li>➢ Two PP pupils benefit from Rocksteady academy</li> <li>➢ PP pupils benefit from music lessons</li> <li>➢ PP pupils are enriched beyond the national curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➢ 11 pupils have had school trips paid for</li> <li>➢ 1 pupil has attended a paid after school club</li> <li>➢ Two PP pupils benefit from Rocksteady academy – team work</li> </ul>
	<b>Total</b>	<b>£27680</b>		

***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.***