



# Stanion C.E (Aided) Primary School

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

## 1. Summary Information (At September 2018)

<b>School</b>	Stanion CE Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	£11,080	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	110	<b>Number of pupils eligible for PP</b>	4	<b>Date for next internal review of this strategy</b>	April 2019
		<b>Number of pupils eligible for PP+</b>	2		
		<b>Number of pupils eligible for Services</b>	4		

## 2. Current Attainment (End of 2017/18)

	<i>Pupils eligible for PP (3) (One child absent for tests)</i>	<i>National average for non-disadvantaged pupils</i>	<i>Pupils not eligible for PP (12)</i>
<b>KS2 % achieving EXS or above in reading, writing and maths</b>	0%	70%	47%
<b>KS2 Reading progress score</b>	+2.60	+0.31	+0.25
<b>KS2 Writing progress score</b>	+5.31	+0.24	+1.14
<b>KS2 Maths progress score</b>	-0.44	+0.31	-1.39

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

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

<b>A</b>	Lower basic skills on entry attainment.
<b>B</b>	SEND – Speech, communication and language (low levels of language acquisition particularly high order vocabulary)
<b>C</b>	PP children combined attainment needs to increase so in line with peers.

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

<b>D</b>	Pupil well-being – low self-esteem, lack of experience, lack of social interaction in different settings
<b>E</b>	Home school links to be firmly established.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A</b>	Disadvantaged (PP) children to make expected progress against the age related expectations (ARE) across EYFS, KS1 and KS2 with a specific focus on closing the gap and ensuring our children are inline or exceed the national picture.	Quality teaching ensures children show accelerated progress. SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year. Support staff to deliver targeted interventions where needed.
<b>B</b>	PP children with SEND (including Speech and Language difficulties) are identified quickly to ensure they receive additional support.	SENCo to review provision maps termly (alongside class teachers and support staff). Children will receive interventions appropriate to their needs to support them in making continued progress. Outside agencies will work alongside the school and the home setting to ensure children are screened quickly and provision is in place.
<b>C</b>	PP children combined attainment needs to increase so in line with peers.	SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make expected or better than expected progress by the end of the year. Interventions to be delivered to support PP children with closing the gaps in attainment. Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary.
<b>D</b>	PP children's well-being to be monitored and supported.	Children develop psychologically, emotionally, creatively, intellectually and spiritually through a broad and balanced curriculum. Use and enjoy solitude by providing quiet, reflective spaces such as the Prayer Space or Eve's Garden. Children become aware of others and empathise with each other. Children express positive well-being and a positive approach towards school. EHA offered to families in need. Children to continue to be rewarded through the Merit Point system and Head Teacher Awards for examples of good work, thus boosting their self-esteem. Regular monitoring shows fewer instances of inappropriate behaviour. Where appropriate, outside agencies work with school and families to have a positive impact on behaviour.
<b>E</b>	Home school links established and children are provided with a nurturing environment.	Some families and pupils including PP children would benefit from additional support, nurture and experiences which will improve their engagement and enjoyment of school. This will include access to a voucher scheme to fund extra-curricular clubs, music tuition, school uniform and school trips. Funding entitlement will offer all PP families the chance to access before school provision to ensure children start the day settled and ready to learn.

## 5. Planned expenditure

**Academic year** 2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Disadvantaged (PP) children to make expected progress against the age related expectations (ARE) across EYFS, KS1 and KS2 with a specific focus on closing the gap and ensuring our children are inline or exceed the national picture.	<p>Improve staff/governor awareness of vulnerable groups including PP children.</p> <p>Provision maps planned termly to target PP children to close the gaps in progress and attainment. Staff held to account for progress through the Performance Management process.</p>	<p>Key Stage 2 outcomes from the previous 3 years have shown that PP children do not always achieve as well as non PP children or in line with PP children nationally.</p> <p>Results over the past 3 years have demonstrated that some PP children have performed in line of above non-PP children and this should be across the board whenever possible.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> <li>Tracking data;</li> <li>Pupil progress meetings;</li> <li>Monitoring of provision maps by SENCo;</li> </ul>	<p>Termly progress checks by staff and PP governor.</p>
PP children with SEND (including Speech and Language difficulties) are identified quickly to ensure they receive additional support.	<p>SENCo to review provision maps termly. Children will receive interventions appropriate to their needs to support them in making continued progress. Outside agencies will work alongside the school and the home setting to ensure children are screened quickly and provision is in place.</p>	<p>Over the past few years, a number of our PP children have had a Special Educational Need which has impacted on their attainment and progress.</p> <p>Targeted intervention support has not consistently impacted on progress due to lack of staff understanding/training.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> <li>Tracking data;</li> <li>Pupil progress meetings;</li> <li>Parent Consultations;</li> <li>EHA promoted to families;</li> <li>SENCo to appoint external agencies to screen children when needed.</li> </ul>	<p>Termly progress checks by staff and PP governor.</p>
PP children combined attainment needs to increase so in line with peers.	<p>Provision maps and tracking data to identify disadvantaged children and evidence support if needed.</p> <p>CPD of interim SENCo.</p>	<p>Staff awareness around supporting disadvantaged pupils needed updating.</p> <p>Providing high quality oral and written feedback to support next steps in learning.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> <li>Monitoring of provision maps;</li> <li>Observations of interventions;</li> <li>Monitoring of TA working records;</li> <li>Deployment of staff to meet the needs of disadvantaged pupils in school.</li> <li>Pupil progress meetings and data analysis.</li> </ul>	<p>Termly progress checks by staff and PP governor.</p>

<p>PP children's well-being to be monitored and supported.</p>	<p>Purchase and implement the Cambridgeshire PSHE Programme.</p> <p>Create nurture spaces to support social/emotional needs of PP children.</p> <p>Ensure PP children and families have access to before and after school provision and the PP voucher scheme.</p>	<p>Encourage a greater percentage of PP children to access before and after school clubs.</p> <p>Track the emotional well-being of PP children as it is linked to progress and attainment.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> <li>Monitoring of pupil well-being questionnaires;</li> <li>Tracking of summative data x3 per year;</li> <li>Monitoring of attendance of clubs and approach parents to ensure children continue to attend;</li> <li>Monitoring and tracking of PP spending incl voucher scheme</li> <li>Use Corby BC to deliver enrichment and well-being sessions.</li> </ul>	<p>Termly progress checks by staff and PP governor.</p>
<p>Home school links established and children are provided with a nurturing environment.</p>	<p>Provide PP families with a financial voucher scheme to enable them to purchase school uniform, pay for school clubs and access music tuition.</p> <p>Opportunities for children to participate in hard to reach activities including music tuition.</p> <p>Targeted support for families to access before and after school provision.</p>	<p>Evidence supports the fact that when pupils well-being is high it will enhance attainment and progress over time. Support for families that may be struggling in the form of early help will improve life chances over the longer term.</p> <p>Ofsted recommend that schools commonly use the PP funding to provide the wider range of curriculum and ensure that lack of money did not become a barrier to equality and access to an enhanced curriculum.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> <li>Monitoring of attendance of clubs and approach parents to ensure children continue to attend;</li> <li>Monitoring and tracking of PP spending incl voucher scheme</li> <li>Use Corby BC to deliver enrichment and well-being sessions.</li> <li>Free access to before and after school provision.</li> </ul>	<p>Termly progress checks by staff and PP governor.</p>

## 6. Review of expenditure

<p><b>Previous Academic Year</b></p>		<p>2017-2018</p>		
<p><b>i. Quality of teaching for all</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Improve end of Key Stage results for PP pupils.</p>	<p>Provide additional HLTA in school to deliver interventions.</p>	<p>X1 PP child (33%) in Year 6 made better than expected progress in maths achieving SS or 105, expected in writing and SS 98 in reading.</p> <p>X1 PP child (33%) in Year 6 made better than expected progress in reading achieving SS or 107, expected in writing and SS 98 in maths.</p>	<p>Targeting disadvantaged groups sooner and implementing interventions from KS1.</p>	<p>25% of HLTA pay to provide a timetable of structured interventions.</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrow the gaps between PP pupils against Non-PP pupils. PP children to be in line or above National results for PP children.	Provide targeted interventions, where needed, to support PP children in narrowing the gaps and making expected or better than expected progress.	100% of PP children (x2 children) in Year 3 made expected or better than expected progress in R,W,M. 100% of PP children (x1 child) in Year 4 made expected or better than expected progress in R,W,M.	School to target more-able and talented PP children in addition to lower ability.	50% TA pay to provide a timetable of structured interventions.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide a strong ethos which supports pupils emotional well-being.	School registered in 2017 for the 2-year Targeted Mental Health Project (TaMHS).  Interventions to support emotional well-being and pastoral opportunities.	Staff received CPD training from the Educational Psychology team in and around mental health awareness.  A staff member has been trained in the 'Drawing and Talking' programme. A staff member has undertaken training to support children affected by bereavement.	Provision to be continued next year aimed at promoting mental health awareness and well-being. Additional staff to receive CPD training in the TaMHS project.	£1000 towards the cost of resources to promote well-being and mental health.

## 7. Additional detail

Other pupil premium related spends:

1. Provision of school uniform
2. Fully funded school trips
3. Breakfast Club
4. After-school Clubs
5. Music Tuition
6. Summer Camps