

The Pupil Premium

This report outlines how our school has spent the Pupil Premium allocation in 2019-2020 and how it plans to spend it in the forthcoming academic year 2020 - 2021. 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 our long term objectives will take more than an academic year to come to fruition.

Our Pupil Premium Funding 2020 - 21

Total number of pupils on role: 212

Total number of pupils currently eligible for Pupil Premium Grant: 23

Total amount of Pupil Premium Grant per pupil: £1345/£2345[CLA]

Total amount of Pupil Premium Grant: £26900 + £7035 = £33,935

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	2020-2021	Total PP budget	£33935	Date of most recent PP Review	Sept 2020
Total number of pupils	212	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Sept 2021

2. Current attainment 2020		
All end of year assessments were cancelled due to Covid-19	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test		
% achieving in reading, writing and maths in KS1		
% reaching expected standard in reading KS1		
% reaching expected standard in writing KS1		
% reaching expected standard in maths KS1		
% achieving in reading, writing and maths in KS2		
% reaching expected standard in reading KS2		
% reaching expected standard in writing KS2		
% reaching expected standard in maths KS2		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
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 (<i>issues which also require action outside school</i>)		
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 pupils pass Y1 phonics test
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 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 style="color: red;">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 Y2 PP 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. Interventions planned to cater for individual needs Support within lessons to improve access to learning Aspirational targets set for progress 	£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 responding well to marking so that their work is improving in measured steps. <p style="color: red;">All end of year assessments were cancelled due to Covid-19</p>	<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
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 	£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%)

	develop action plan as necessary			<ul style="list-style-type: none"> ➤ 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 ➤ Laptops were also provided. ➤ 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
		£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.				

Nature of Planned Support – This Year - 2020/2021				
Objectives	Actions	Cost	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"> • Baseline assessments carried out to establish need post lockdown. • 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)	<ul style="list-style-type: none"> ➤ Baseline assessment clearly show areas of need ➤ Provision Maps written to plan for progress show impact ➤ Improved learning outcomes in phonics (meeting end of year age-related objectives) ➤ PP pupils pass Phonics Screening ➤ PP pupils make at least expected progress in reading with emphasis on closing the gap 	
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. • Support within lessons to improve access to learning • Aspirational targets set for progress • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. • Interventions planned to cater for individual needs 	£9270 (TA support)	<ul style="list-style-type: none"> ➤ Baseline assessment clearly show areas of need ➤ Provision Maps written to plan for progress show impact ➤ Improved learning outcomes (meeting or closing the gap on end of year age-related objectives) ➤ All PP make at least expected progress in the core areas ➤ Monitoring and evaluation shows all PP pupils are responding well 	

			to marking so that their work is improving in measured steps.	
C) To enable pupils to be emotionally ready to access the curriculum in line with their peers.	<ul style="list-style-type: none"> • Baseline assessments carried out to establish SEMH need. • Regular reviews of PP attainment and progress • Time and support (1:1 and group) is timetabled to help build pupils' emotional development • Nurture provision during lessons and for lunch time • Sensory room equipped with sensory resources to support emotions and build resilience • Opportunities for parents to receive support and guidance • Snowford Grange counselling for 1 pupil premium child 	£380 (nurture lunch) £2100 (TA nurture) £300 (nurture resources) £8509 (TA pre-teach) £500 (sensory equipment) £709 (Snowford Grange - 1 pupil) [£12,498]	<ul style="list-style-type: none"> ➢ Baseline assessment identifies SEMH needs ➢ Self-esteem, resilience, social skills and behaviour of identified pupils is improved leading to increased confidence and attainment in the classroom 	
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% 	
E) To promote opportunities for enrichment and self-esteem building.	<ul style="list-style-type: none"> • Letters to PP parents guiding them to what support is available • Analysis of PP pupils who have taken part in clubs/received music lessons • Funding arranged for extracurricular activities • Two bursary spaces awarded to PP pupils for Rocksteady. 	£759 (club x23) £489 (trip x23) £1500 (residential x6) £0 (Rocksteady) £300 (music) £80 (swimming) £350 Uniform [£3478]	<ul style="list-style-type: none"> ➢ Learning is supported by trips that are carefully planned to enhance the school's curriculum ➢ Pupils are able to participate fully in school trips and residential trips ➢ 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 ➢ Social skills, independence, perseverance and team-work are developed through participation in group activities, music lessons and overnight stays on residential 	
		£33935		
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.				