

Pupil premium strategy statement (primary)

1. Summary information					
School:	Stoke by Nayland Church of England Primary				
Academic Year	2018/19	Total PP budget	19460	Date of most recent PP Review	Autumn 2018
Total number of pupils	68	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Nov 2019

2. Current attainment 2017/18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 6 % achieving in reading, writing and maths	25% (4 pupils 3, SEN))	
% making progress in reading	-4 (3 pupils, 2 SEN)	
% making progress in writing	+1 (3 pupils, 2 SEN)	
% making progress in maths	-4.3 (3 pupils, 2 SEN)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High correlation between SEND and Pupil Premium
B.	PP struggling to retain phonics teaching (working memory) leading to difficulties with reading and writing
C.	Struggling to deepen maths understanding and gaps in knowledge due to poor attendance/ changes in schools/family upheaval
D.	Poor oral language skills
E.	Pupil mobility
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance (below 95%)
F.	Low self-esteem and engagement with family
G.	Low parental engagement leading to pupils not practicing skills outside of school ie reading, times tables, spellings
H.	Late arrival - struggling to arrive in school on time

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress in reading, writing and maths. Children are given targeted support in lower class ratios	Pupils eligible for PP make as much progress and achievement as national non disadvantaged
B.	Improved attendance from to above 95%	Pupils eligible for PP attendance rates in line with national average 95%
C.	Support is given for those PP children not able to complete homework because of resources and/or family circumstances.	PP children complete homework and this has a positive impact on outcomes resources not accessible at home are provided.
D.	To develop self-confidence and resilience	Self-confidence and learning behaviours have improved and have a positive impact on outcomes and progress scores

5. Planned expenditure					
Academic year	2018/19				
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?	Staff lead	When will you review implementation / Costs?
Develop opportunities for progress in reading, writing & maths	Reduce class sizes in morning x 2 /3 by employing additional teacher in KS1/EY High adult to pupil ratio in LKS2	Smaller groups will enable more specific targeted support across mixed key stage class Smaller groups allows for personalised approach to meet specific needs of PP pupils	Termly pupil progress meetings, book scrutiny, lesson observations, PIRA, PUMA Pupil progress meetings	HT & subject leads	Termly
An improved progress and attainment in maths in KS2	Provide CPD for teachers KS2 Maths Mastery White Rose Provide cpd for TA's in maths skills Continue use of catch up maths – ensure staff are	Staff to update on maths mastery CPD Maths Hub Education Endowment Fund Transition and CPD specific Catch up maths	Feedback from staff in staff meetings Action plan to raise attainment HT monitor Head teacher to check impact by scrutinising data with MLT SENCo to monitor and feedback to HT	Maths Lead SENCo	February 2019 TA review in April performance 2019

	kept up to date with cpd opportunities				
Improved attainment and progress in reading and writing Spelling EYFS staff training	Training staff on Babcock	Ensure identified PP pupils have access to the programme with TA support 5 x weekly to support phonics progression – EEF evidence	Pupil progress meetings on attainment for reading and writing benchmarked Teacher with PP responsibility to monitor progress	HT/SENCo Literacy Leader	Termly Autumn 2018
Total budgeted cost					10550
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment in maths across KS2	5 x weekly small group sessions in maths, reading, phonics for targeted PP pupils with experienced TA or teacher, in addition to standard lessons. This will include mental Maths strategies, methods of calculation, precision teaching for phonics and high frequency words, spelling support, homework help. Catch Up maths implemented by trained staff	We want to provide extra support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective. EEF evidence	Impact will be overseen by teacher responsible for monitoring Pupil Premium. Teaching Assistant CPD for TA's supporting sessions. Monitored by class teachers through assessments & impact in class lessons	HT Pupil Premium Lead Maths Lead MSL & PP lead	Termly Termly
Maths Booster Year 6 Maths Booster Year 5 Early morning yr 6 booster in SPAG & maths	Year 6/HT Teacher 12 weeks Year 5/Supply teacher 12 weeks Test skills & confidence boosting	Education Endowment Fund	Benchmarks in progress scaled scores for tests PUMA scores	HT Y6 Teacher Y5 teacher 2 teachers and a TA	Spring React to needs that arise from class lessons

Year 5 reading	Develop confidence, greater fluency, improved comprehension and enjoy reading	Beanstalk Reading Project	Dialogue with Beanstalk staff, scrutiny of Beanstalk record books, PIRA progress termly	By PP lead	Termly
Total budgeted cost					5820
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support is given for those PP children not able to complete homework because of resources and family circumstances	Questionnaire sent home to parents establishing any homework resources needed. School to supply some resources. Homework Club set up at school. Children offered opportunities to attend breakfast club for free where they then receive small group support for homework and extra study	Support from home has impact on learning behaviour and progress in school. Where this is not being received school can intervene to give some support	Monitor attendance at breakfast and well-being of pupils	TA & HT	Termly
Self esteem and confidence levels increased.	Use support worker to engage with pupil premium children in nurture programme with therapy dog	Self esteem and learning behaviours impact on ability to learn successfully.	Baseline assessments Parents and pupils to meet regularly at school to ensure provision is having an impact.	HT	Termly
Review TA roles and interventions	Small nurture groups/1:1 work with TAs to support emotional well-being	Play/Art Therapy benefits Importance of emotional well-being in order to be successful at school	Time table opportunities	Relevant class teachers and HT DSL	
Monitor PP Attendance	Pastoral support and social skills group Support from EWO	Ensuring Safeguarding & mental well-being Attendance impacts on progress and outcomes			

Trips and residential, music lessons, providing kit	Subsidies for PP pupils to allow equal access	Extra-curricular involvement has a positive impact on learning.			
Total budgeted cost					2942

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- *The link between SEN and PP*
- *Pupil mobility is high*
- *Support from local clergy*
- *Support required for whole family, rather than just the children attending school*

