

Pupil Premium Strategy Statement

School overview

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|---|--|
| School name | Stoke by Nayland C of E Primary School |
| Pupils in school | 57 |
| Proportion of disadvantaged pupils | 22% |
| Pupil premium allocation this academic year | £21,000 |
| Academic year or years covered by statement | 2019 - 2020 |
| Publish date | November 2019 |
| Review date | November 2020 |
| Statement authorised by | Sarah Smith, Headteacher |
| Pupil premium lead | Kelly McGrath-Wells |
| Governor lead | Joe Walker |

Disadvantaged pupil performance overview and pupil progress for last academic year

| Measure | % Meeting expected standard at KS2 | % Achieving higher standard at KS2 | Progress Score |
|---------|------------------------------------|------------------------------------|----------------|
| Reading | 100 | 0 | -5.2 |
| Writing | 100 | 0 | -5.2 |
| Maths | 0 | 0 | -5.2 |

Please note this was **one** child.

Strategy aims for disadvantaged pupils

| Measure | Activity |
|----------------------|---|
| Priority 1 | To improve progress and attainment in maths, reading and writing |
| Priority 2 | To raise self-confidence, self-esteem and resilience |
| Barriers to learning | <ul style="list-style-type: none">• Poor language skills• Social and emotional needs• Low parental engagement• Working memory difficulties |
| Projected spending | £21,000 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | For all children to achieve at least the expected standard in reading. | July 2020 |
| Progress in Writing | For all children to achieve at least the expected standard in writing. | July 2020 |
| Progress in Mathematics | For all children to achieve at least the expected standard in mathematics. | July 2020 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1: Reading | <p>To improve reading progress and attainment through the Beanstalk reading intervention programme</p> <p>To further develop opportunities for whole class reading so that all children are exposed to good quality texts and a range of language questions</p> <p>To provide extra reading support</p> <p>To provide phonics training/support materials to teachers/LSAs to improve subject knowledge and delivery of phonics lessons</p> |
| Priority 2: Maths | <p>To improve maths progress and attainment by embedding the Mastery approach to teaching maths</p> <p>To provide interventions focussing on rapid recall of number</p> <p>To provide Mathletics to engage children in maths at home/school</p> |
| Barriers to learning these priorities address | <p>Opportunities for communication/additional nurture</p> <p>Language skills</p> <p>Small ratios</p> <p>Additional social and emotional support</p> |
| Projected spending | <p>Beanstalk project - £660</p> <p>PhonicsPlay - £120</p> <p>Phonics MAT LSA training release time - £50</p> <p>Mathletics - £345</p> <p>Resources - £200</p> <p>LSA support within class - £11,225</p> <p>=£12,600</p> |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 – reading for pleasure | To promote reading for pleasure, including paired reading To review current reading books/reading material across the school |
| Priority 2 - Nurture | To set up a Forest School To provide opportunities for children to engage with the therapy dog To work in small nurture groups To provide bereavement support To provide art/play therapy for those children who need it To subsidise trips/music lessons/provide support with uniform to allow equal access. Self-regulation support – The Zones of Regulation resources |
| Barriers to learning these priorities address | Social and emotional needs Access to good quality books Language skills |
| Projected spending | LSA timetabled provision - £5,850 Early Bird Club - £1,650 Trip subsidy - £750 Zones of regulation - £150 = £8,400 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Maths lead to be provided with sufficient time to support teachers Time to train teachers in the delivery of whole class reading/phonics delivery/zones of regulation | Supply teacher cost Staff meeting time/use of directed time Timetabled teaching time |
| Targeted support | Mathletics – internet at home | Computer club at lunchtimes to be offered |
| Wider strategies | Time to set up Forest School | Support from local woodland group/parent helpers |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| To develop opportunities for progress in reading, writing and maths | |
| <p>An improved progress and attainment in maths in KS2</p> | <p>Catch up maths – successful but very adult intensive. Clearly identified gaps for those children and filled them. Clear progress for individuals who undertook the programme.</p> <p>New starter in December complicated KS2 data. Good progress steps by 1 PP in KS2. Approach sound, SEN PP pupils made progress over year but not from KS1.</p> <p>Good result for maths although not for the higher group. PP child missed expected by 1 mark</p> |
| <p>Improved attainment and progress in reading writing and maths</p> | <p>Booster lessons ensured confidence for all but did not push the HA group</p> <p>Phonic retake 100%</p> <p>Evidence suggests Beanstalk having impact on confidence and engagement with reading. PP pupils all made good progress and showed improved enthusiasm for reading</p> <p>Early Starters has improved attendance and punctuality for some. Homework completed at Early Starters.</p> <p>Key time for support without missing other subjects.</p> |
| <p>Support is given for those PP children not able to complete homework because of resources and family circumstances</p> | <p>Positive impact and improved attitude to homework was shown by the PP pupils who attended .</p> |
| <p>Pastoral support/Emotional Support</p> | <p>Use of the Therapy dog and play therapy were both successful in developing children's self-esteem and developing confidence.</p> |