



Pupil premium Strategy Statement – Stoke by Nayland C of E Primary School

School overview

Metric	Data
School name	Stoke by Nayland C of E Primary School
Pupils in school	41 and 6 nursery children
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£12, 224
Academic year or years covered by statement	2019-21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Sarah Smith
Pupil premium lead	Sarah Smith
Governor lead	Joe Walker

Disadvantaged pupil performance overview and progress scores for last academic year (2 children)

Measure	% Meeting expected standard at KS2	% Achieving higher standard at KS2	Progress score
Reading	100%	0%	
Writing	100%	0%	
Maths	100%	0%	

Strategy aims for disadvantaged pupils

Barriers to learning for the disadvantaged children at SBN	<ul style="list-style-type: none"> Restricted vocabulary – limited access Speech and language needs & communication Technology at home Working memory/long term memory – recall of phonics and mental maths support needs Social and emotional needs Learning engagement, attitudes to learning (metacognition), attention span Parental engagement Children’s readiness to learn Low academic ability in core subjects Inconsistent teaching, time needed for planning intervention groups
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Professional Development	Academic support	Wider support approaches
Priority 1	Ensure all relevant staff have received training to deliver the teaching of phonics/whole class reading/maths mastery effectively	
Priority 2	Ensure all teachers have received training to support and develop children's working, short and long-term memory	
Priority 3	To improve the quality of feedback and marking	
Priority 4	Establish small group maths/spelling/fine motor interventions for disadvantaged pupils falling behind age-related expectations	
Priority 5	Establish blocks of 1:1 tuition for specific children and their needs	
Priority 6	To engage children in the teaching of core subjects with the use of technology/books	
Priority 7	To further embed Stoke by Nayland's 'Building Blocks for Brilliance' learning behaviours	
Priority 8	To provide nurture support, social and emotional and language support through Early Bird Club and Forest School	
Priority 9	To subsidise trips/music lessons/provide support with uniform to allow equal access	

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 Achieve at least national average progress scores in KS2 Reading	July 21
Progress in Writing	For all children to achieve at least the expected standard in KS2 SPAG Achieve at least national average progress scores in KS2 SPAG	July 21
Progress in Mathematics	For all children to achieve at least the expected standard in Mathematics Achieve national average progress scores in KS2 Mathematics	July 21
Phonics	All children to pass phonics screening test	July 21

Professional Development support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the teaching of phonics/whole class reading/Maths Mastery effectively
Priority 2	Ensure teachers have received training to support and develop children's working, short and long-term memory
Priority 3	To improve the quality of feedback and marking
Barriers to learning these priorities address	<p>Working, short and long term memory</p> <p>Restricted vocabulary</p> <p>Speech and language needs</p> <p>Communication</p> <p>Instant feedback – low ability in core subjects</p> <p>Inconsistent teaching</p>
Projected spending	Training, supply costs, resources, books: £1000

Targeted academic support for current academic year

Measure	Activity
Priority 4	Establish small group maths/spelling/fine motor interventions for disadvantaged pupils falling behind age-related expectations
Priority 5	Establish blocks of 1:1 tuition for specific children and their needs
Priority 6	To engage children in the teaching of core subjects with the use of technology/books
Priority 7	To further embed Stoke by Nayland's 'Building Blocks for Brilliance' learning behaviours
Barriers to learning these priorities address	Learning engagement Attitudes to learning, attention span Technology at home Parental engagement Social and emotional needs Specific learning needs – core subjects Communication, speech and language
Projected spending	Mathletics: £345 Catch-up Maths delivery: £800 Phonics play: £120 Resources – Write Dance: £35 LSA support: £7,000 Speech and Language tuition: £429 Reading books/resources: £200

Wider strategies for current academic year

Measure	Activity
Priority 6	To provide nurture support, social and emotional and language support through Early Bird Club and Forest School Club
Priority 7	To subsidise trips/clubs/music lessons/provide support with uniform to allow equal access
Barriers to learning these priorities address	Improving parental engagement and readiness to learn for the most disadvantaged pupils
Projected spending	Early Bird Club: £1900 Subsidy for trips etc: £300

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HT/LSAs/HLTA/supply Use of staff meetings Professional Development targets
Targeted support	Ensuring enough time for teachers to plan support for small groups/tuition Technology at home Ways to embed Building Blocks	Time provided as part of directed time/staff meetings to prepare for this Computer club at lunchtime Use of Collective Worships/newsletters
Wider strategies	Engaging the families facing most challenges Wild garden improvements	Working closely with other MAT schools on ways to support for families Support from parents/Woodland group

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress in Reading</p>	<p>The Beanstalk Project improved reading engagement and provided social and emotional support to those children, there was steady improvement towards age related expectations but it was expensive for limited impact.</p> <p>Phonics subject knowledge was improved for some staff, but there needs to be training for all staff to have a greater impact.</p> <p>Extra reading support needed greater focus and planning from teachers to have the desired effect.</p> <p>Whole class reading training was postponed due to Covid19 – this to carry on into 2020 – 2021.</p>
<p>Progress in Mathematics</p>	<p>Mental maths intervention groups proved effective in improving recall – this needs to continue.</p> <p>Mastery approach to teaching Maths is deepening understanding of Mathematics. This approach needs to be embedded further.</p>
<p>Reading for pleasure</p>	<p>Reading corners have been improved which has supported reading engagement.</p> <p>Library has been re-organised – impact yet to be seen as they was completed during Lockdown. Now need to view any gaps in resources.</p>
<p>Nurture support programmes</p>	<p>Forest School established, high levels of engagement from disadvantaged children.</p> <p>Nurture HUB group only established a few weeks before lockdown, this will</p>

	<p>continue in order to monitor results. Initial indications were positive with obvious progress in attention and learning.</p> <p>Small group work showed clear progress towards aims.</p> <p>Therapy dog not used to full effect last year – this needs to be reviewed.</p> <p>Zones of Regulation viewed as a supportive tool amongst staff and well received from children, no FTE following the implementation of this.</p> <p>Equal opportunities provided by subsidy.</p> <p>Early starters improved readiness to learn and provided social and emotional support for some</p>
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