

# Pupil premium strategy statement – Stapleford Primary School

1. Summary information					
<b>School</b>	Stapleford Primary School				
<b>Academic Year</b>	2016-17	<b>Total PP budget Financial Year 2016/17</b>	£9240 (based on 7 children)	<b>Date of most recent PP Review</b>	May 2017
		<b>Total PP budget Financial Year 2017/18</b>	£10,560 (based on 8 children)		
<b>Total number of pupils</b>	71 (inc Nursery)  95 (inc Early Years)	<b>Number of pupils eligible for PPG in 2016-17</b>	7	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment			
<u>2016 SATs analysis</u>	Our school Pupils eligible for PPG	Our non-ppg children (64 children)	National average All
% reaching Age Related Expectations (Broadly ARE+) in Reading,	37.5%	73.5%	66%
% reaching Age Related Expectations (Broadly ARE+) in Writing,	50%	71.4%	74%
% reaching Age Related Expectations (Broadly ARE+) in Maths,	62.5%	79.6%	70%
Reading average progress (Min progress +)	100%	83.7%	-
Writing average progress (Min progress +)	100%	83.7%	-
Maths average progress (Min progress +)	100%	93.9%	-

**Attendance** - Attendance data shows attendance of PPG pupils is good within the period 01-09-17 – 19/06/17 being 96.9% for PPG children. This is above national and county averages for PPG pupils and all children.

<b>3. Barriers to future attainment (for pupils eligible for PPG)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<u>Reading</u> – 100% of our PPG children receive support with reading.	
<b>B.</b>	<u>SEND</u> - 100% of our PPG children receive SEND support.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	<u>Parental Engagement</u> - Fewer disadvantaged pupils complete homework/ home reading tasks on time compared to non-PPG pupils.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To further reduce the attainment difference between the school’s disadvantaged pupils and non-disadvantaged pupils by increasing the rate of progress PPG children make in Reading, Writing and Maths.	There will be a reduction in the difference between attainment in reading, writing and maths for pupils eligible for PPG and those not eligible. There will be an increase in the rate of progress that PPG pupils make in Reading, Writing and Maths.
<b>B.</b>	To build self-confidence and self-esteem where necessary in order to aid inclusion in school life and provide for pupils’ social and emotional needs.	Children will develop a “can do” attitude and take a “I can’t do it.....YET” approach

<b>C.</b>	Greater parental involvement will help PPG children hand homework in on time.	PPG children will hand in homework on time.
<b>D.</b>	PPG children will begin to read for enjoyment by sharing their reading experiences with adults each day.	PPG children will read every day at home.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-17</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To reduce the attainment difference between the school's disadvantaged pupils and non-disadvantaged pupils	Continuing to provide targeted and specific training opportunities for both teaching and support staff.	Train the staff to enable them to better support the PPG children for many years to come.	Send key staff members on suitable training as it is required.	Head	July 2017

<p>To improve reading skills and vocabulary knowledge to raise the attainment and accelerate progress of disadvantaged pupils in reading</p>	<p>Regular use of a reading recovery scheme</p> <p>TA support in reading providing specific and focussed reading interventions for target pupils throughout the school, in order to accelerate progress and close attainment gaps.</p>	<p>Use the Rapid Readers to enable older children to read books that interest them that contain text that they are capable of comprehending.</p> <p>Teachers to provide guided reading times, library time, Everyone Reads in Class (ERIC) time and 1:1 reading.</p> <p>Teachers to plan differentiated reading activities for lessons and interventions.</p> <p>Celebrate the joy of reading through World Book Day.</p>	<p>Teaching staff and Teaching Assistants given opportunity to look through the Rapid Readers Scheme.</p> <p>All interventions are timetabled and can be checked that they are taking place.</p> <p>Allow TA planning and assessment time for P4C</p>	<p>Head</p>	<p>July 2017</p>
<p>To build self-confidence and self-esteem where necessary in order to aid inclusion in school life and provide for pupils' social and emotional needs.</p>	<p>Philosophy for Children P4C</p> <p>Growth mindsets</p> <p>Church distinctiveness – Values and nurturing</p> <p>Reward systems</p> <p>MarvellousMe</p>	<p>The nurturing side of our school is “Outstanding” – all of these items feed into making our children what they are.</p>	<p>Timetabled slots for P4C and the programme of Collective worship.</p> <p>Whole school approach to reward systems in place.</p> <p>Monitor and encourage use of MarvellousME to gain further parental engagement</p> <p>Develop a culture of “can do” attitudes (growth mindsets) – staff to keep re-iterating the</p>	<p>Head/SLT</p>	<p>July 2017</p>

	<p>Celebrate Random Acts of Kindness</p> <p>Celebration Collective Worship</p>		mantra "I can't do it....YET!"		
<p>To raise the attainment and accelerate progress of disadvantaged pupils in maths</p>	<p>Provision of PC's and software to provide access for PPG children to use targeted programmes to accelerate progress and support learning e.g. Mathletics</p> <p>TA Support</p>	<p>Teachers to plan differentiated maths activities for lessons and interventions.</p> <p>TA Support as required</p> <p>Golden 100 (times tables)</p> <p>Big Maths</p> <p>Headstart Primary maths – identify gaps in learning and teach the gaps</p> <p>Mental Arithmetic weekly homework</p> <p>Mathletics – celebrate in collective worship each week.</p> <p>Numicon</p>	<p>All interventions are timetabled and can be checked that they are taking place.</p>	<p>Head/SLT</p>	<p>July 2017</p>

Accelerate progress for PPG children in reading, writing and maths.	Investing in books and resources that are needed in order to deliver high quality teaching and learning.	Identify topics or bandings within the reading scheme or library and purchase books to fill the gaps.	Staff to monitor what the children in their classes are reading.	Head/SLT	July 2017
<b>Total budgeted cost</b>					<b>£3000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensuring that gaps are closing through providing targeted interventions, measuring impact and training staff to implement these	Continuing to provide targeted and specific training opportunities for both teaching and support staff.  TA Support  PPG Support	Train the staff to enable them to better support the PPG children for many years to come.  Intervention timetable	Send key staff members on suitable training as it is required.  Monitor delivery of timetable and level of success for interventions.	Head	July 2017
Continue to buy into the Fischer Family Trust	Fischer Family Trust – Aspire	Monitor progress, identify gaps and provide targeted support.	Pupil Progress Meetings  Review of interventions	Head/SLT/ SENCO	July 2017

Aspire and Herts for learning assessment packages to ensure all groups of children are tracked and supported.	HFL- PA+  Other data sources e.g. Raiseonline, inspection Dashboard				
Teachers continue to use their assessment data to rigorously track the progress of pupils, to identify gaps & plan next steps with regards to teaching and learning	Fischer Family Trust – Aspire  HFL- PA+  Other data sources e.g. Raiseonline, inspection Dashboard	Monitor progress, identify gaps and provide targeted support.	Pupil Progress Meetings  Review of interventions	Head/SLT/ SENCO	July 2017
1:1 tuition as necessary	PPG/TA Support	Monitor progress, identify gaps & provide targeted support.	Intervention timetable will be monitored	Head	July 2017
Dedicated TA support for PPG children five afternoons a week.	PPG/TA Support	Monitor progress, identify gaps and provide targeted support.	Intervention timetable will be monitored	Head	July 2017
<b>Total budgeted cost</b>					<b>£5240</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All staff throughout the school consistently applying the Behaviour Policy.	Maintain high expectations at all times	Happy children learn. If they feel safe they are more likely to challenge themselves and develop the “Can Do” attitude that we are trying to create.	Staff meetings, TA Meetings, INSET, Staff notices, Training, Policies made available, Modelling.	Head/SLT	July 2017
Pupils having access to targeted behaviour support during lessons, playtimes and lunchtimes	Play Leader employed at lunchtimes	Play leader organises games at lunchtimes for all pupils. At times certain individuals are asked to join the games to manage behaviour.	Play leader on staff rota. Playground can be divided into the areas to manage behaviour if required.	Head/SLT	July 2017
Staff liaising closely with the Family Support Worker as needed	Family Support Workers	Providing family support when required can provide a child with stability and enable them to learn.	Work with families and offer support	Head/SLT	July 2017
Subscription to the DLSP3 support network	DSPL3	Support is available from the Primary Behaviour Team if required	Work with families and offer support	Head/SLT	July 2017
School continuing to follow the SEAL plan throughout the year, focus of Collective Worship, whole school and class,	Programme of Collective Worship inc. Social and Emotional Aspects of Learning (SEAL)	The nurturing side of our school is “Outstanding” – collective worship and SEAL feed into making our children what they are	Programme of Collective Worship in place	Head/SLT	July 2017

on weekly basis.					
Feelings/Worry Boxes to be promoted in classes and continuation of the Buddies/Helping Hands systems (training for Year 5 and Year 6 to aid this)	Worry boxes & Helping Hands	The nurturing side of our school is “Outstanding” – they feed into making our children what they are	Teachers to check boxes	Head/SLT	July 2017
Year 6 trained as Peer Mediators to support pupils having minor disagreements	Train Peer Mediators	The nurturing side of our school is “Outstanding” – peer mediators feed into making our children what they are	All staff to encourage children to support each other.	Head/SLT	July 2017
Value of the half term used from the “Roots and Fruits” book	Roots and Fruits – value of the half term	Children encouraged to live their lives by Christian Values	Value of the half term displayed in every classroom.	Head	July 2017
Random Acts of Kindness to be promoted and rewarded throughout school.	Random Acts of Kindness (RAK)	Celebrate RAK with staff and children	Promote RAK within the community as often as possible	Head/SLT	July 2017
<b>Total budgeted cost</b>					<b>£1000</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To secure at least expected progress in KS1 and KS2 Reading, Writing and Maths.</p> <p>To accelerate progress in both KS1 and KS2 to narrow the attainment gaps of Stapleford pupils compared to national data.</p> <p>To narrow the gap in achievement between PPG and non-PPG children at Stapleford Primary School.</p>	<p>Develop teachers and Teaching Assistant Skills</p> <p>Use Data to identify gaps in learning</p> <p>Provide targeted support.</p> <p>Provide appropriate teaching materials</p>	<p><b>End of Key Stage DATA</b></p> <p><b>Year 6 Leavers:</b> Pupil Premium Children Teacher assessment showed that by July 2016 100% of the Pupil Premium Children in Year 6 were working at Age Related Expectations in: Reading, Writing, Mathematics and Spelling, Punctuation and Grammar – i.e. No GAP.</p> <p><b>Year 2:</b> Pupil Premium Children Teacher assessment showed that by July 2016 100% of the Pupil Premium Children in Year 2 had narrowed the gap between their results and the average results of non-Pupil Premium Children in Reading, Writing and Mathematics.</p>	<p>On-going investment in staff is key.</p> <p>School is well resourced.</p>	<p><b>£4240</b></p>

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensuring that gaps are closing through providing targeted interventions, measuring impact and training staff to implement these	Intervention programme	See table below:	Monitor progress – if progress is slow change the intervention	<b>£5000</b>

### Pupil Premium Children – Summer term progress update – July 2016

	Reading	Writing	Maths	Action
Child 1 (Yr 6)	No gap	No gap	No gap	Moving to secondary school
Child 2 (Yr 5 Special Guardianship)	Gap remained the same	Gap narrowed	Gap narrowed	Maintain support – monitor reading support
Child 3 (Yr 5)	Gap remained the same	Gap narrowed	Gap narrowed	Maintain support – monitor reading support
Child 4 (Yr 4)	Gap remained the same	Gap remained the same	Gap remained the same	Changed support. New interventions in place.

Child 5 (Yr 4)	Gap narrowed	Gap narrowed	Gap remained the same	Maintain support + monitor maths support
Child 6 (Yr 3)	Gap remained the same	Gap remained the same	Gap widened	Change support – New interventions in place.
Child 7 ( Yr 2)	Gap narrowed	Gap narrowed	Gap narrowed	Maintain support – monitor transition to KS2
Child 8 (Nursery)	Settled well. Made friends. Aware of rules. Speech developing slowly.		1-1 support in afternoons from September	

Teachers continuing to use their assessment data to rigorously track the progress of pupils, to identify gaps and plan next steps with regards to teaching and learning.	Assessment For Learning	See table above	Monitor progress – if progress is slow change the intervention
• Staff having half termly Pupil Progress meetings with the Headteacher and/or a senior leader to monitor individual progress and ensure that gaps are closing.	Monitoring	See table above	Monitor progress – if progress is slow change the intervention