

Pupil premium strategy statement – Stapleford Primary School 2017-18

What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2017-18) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who are, or have been in care (CLA) are supported by a grant of £1900.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to achieve their potential.

| 1. Summary information | | | | | |
|-------------------------------|---|---|--------------------------------------|---|-------------------|
| School | Stapleford Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget Financial Year 2017/18 | £8500 (based on 6 children) | Date of most recent PP Review | September 2017 |
| Total number of pupils | 61 (inc Nursery) 77 (inc Early Years) | Number of pupils eligible for PPG in 2017-18 | 6 | Date for next internal review of this strategy | January 2018 |

| 2. Current attainment | | | |
|--|------------------------------------|------------------------------------|----------------------|
| <u>Based on July 2017 Data</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% | 77.6% | To be released |
| % reaching Age Related Expectations (Broadly ARE+) in Writing, | 50% | 71.4% | To be released |
| % reaching Age Related Expectations (Broadly ARE+) in Maths, | 62.5% | 77.6% | To be released |
| Reading average progress (Min progress +) | 87.5% | 87.8% | To be released |
| Writing average progress (Min progress +) | 100% | 85.7% | To be released |
| Maths average progress (Min progress +) | 100% | 91.8% | To be released |

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.

| 3. Barriers to future attainment (for pupils eligible for PPG) | |
|---|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | <u>Reading</u> – 100% of our PPG children receive support with reading. |
| B. | <u>SEND</u> - 100% of our PPG children receive SEND support. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
|---|--|
| C. | <u>Parental Engagement</u> - Fewer disadvantaged pupils complete homework/ home reading tasks on time compared to non-PPG pupils. |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | |
| Success criteria | |
| A. | 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. |
| 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. |
| C. | Greater parental involvement will help PPG children hand homework in on time. |
| D. | PPG children will begin to read for enjoyment by sharing their reading experiences with adults each day. |
| | 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. |
| | Children will develop a "can do" attitude and take a "I can't do it.....YET" approach |
| | PPG children will hand in homework on time. |
| | PPG children will read every day at home. |

| 5. Planned expenditure | | | | | |
|---|---|---|--|-------------------|---|
| Academic year | 2017-18 | | | | |
| 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? |
| To reduce the attainment difference | Continuing to provide targeted and specific | Train the staff to enable them to better support the PPG children for | Send key staff members on suitable training as it is required. | Head | July 2018 |

| | | | | | |
|---|--|--|--|----------|-----------|
| between the school's disadvantaged pupils and non-disadvantaged pupils | training opportunities for both teaching and support staff. | many years to come. | | | |
| To improve reading skills and vocabulary knowledge to raise the attainment and accelerate progress of disadvantaged pupils in reading | <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>All children on the frequent reader list to be allocated to an adult at school. They are to read to this adult on the days that they are at school.</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>Staff to liaise with teachers regarding best time to release children from class so that they can read.</p> | Head | July 2018 |
| 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>Philosophy for Children P4C</p> <p>Growth mindsets</p> <p>Church distinctiveness – Values and nurturing</p> <p>Reward systems</p> <p>MarvellousMe</p> | The nurturing side of our school is "Outstanding" – all of these items feed into making our children what they are. | <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</p> | Head/SLT | July 2018 |

| | | | | | |
|--|--|--|---|----------|--------------|
| | Celebrate Random Acts of Kindness Celebration Collective Worship | | to keep re-iterating the mantra “I can’t do it....YET!” | | |
| To raise the attainment and accelerate progress of disadvantaged pupils in maths | 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 TA Support | Teachers to plan differentiated maths activities for lessons and interventions. TA Support as required Golden 100 (times tables) Big Maths Headstart Primary maths – identify gaps in learning and teach the gaps Mental Arithmetic weekly homework Roll out of new Maths scheme of work Mathletics – celebrate in collective worship each week. Numicon | All interventions are timetabled and can be checked that they are taking place. | Head/SLT | July 2018 |
| 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 2018 |
| Total budgeted cost | | | | | £3000 |

| 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? |
| 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 2018 |
| Continue to buy into the Fischer Family Trust Aspire and Herts for learning assessment packages to ensure all groups of children are tracked and supported. | Fischer Family Trust – Aspire HFL- PA+ Other data sources e.g. inspection Dashboard | Monitor progress, identify gaps and provide targeted support. | Pupil Progress Meetings Review of interventions | Head/SLT/S ENCO | July 2018 |
| 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. inspection Dashboard | Monitor progress, identify gaps and provide targeted support. | Pupil Progress Meetings Review of interventions | Head/SLT/S ENCO | July 2018 |
| 1:1 tuition as necessary | PPG/TA Support | Monitor progress, identify gaps & provide targeted support. | Intervention timetable will be monitored | Head | July 2018 |
| 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 2018 |
| Total budgeted cost | | | | | £4500 |

| 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? |
| 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 2018 |
| 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 2018 |
| 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 2018 |
| 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 2018 |
| School continuing to follow the SEAL plan throughout the year, focus of Collective Worship, whole school and class, on weekly basis. | 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 2018 |
| 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 2018 |

| | | | | | |
|---|---|---|--|----------|--------------|
| 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 2018 |
| 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 2018 |
| 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 2018 |
| Total budgeted cost | | | | | £1000 |

| 6. Review of expenditure | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|------|--|--|--|-------------|-----|------|---------|-------|-----|-------|---------|-----|----|----|-------|-------|-------|-------|---|--------------|
| Previous Academic Year | | 2016-17 | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | |
| 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 | Develop teachers and Teaching Assistant Skills Use Data to identify gaps in learning Provide targeted support. | <table border="1"> <thead> <tr> <th colspan="4">PPG Children – July 2017 Attainment Data</th> </tr> <tr> <th></th> <th>Broadly ARE</th> <th>ARE</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37.5%</td> <td>25%</td> <td>12.5%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>62.5%</td> <td>37.5%</td> <td>12.5%</td> </tr> </tbody> </table> | PPG Children – July 2017 Attainment Data | | | | | Broadly ARE | ARE | ARE+ | Reading | 37.5% | 25% | 12.5% | Writing | 50% | 0% | 0% | Maths | 62.5% | 37.5% | 12.5% | This work is ongoing. In order for the attainment gap to narrow further more PPG children need to be making Good+ progress in Reading, SPAG, Writing and Maths. Progress in reading needs to be heavily supported in 2017-18. | £3000 |
| PPG Children – July 2017 Attainment Data | | | | | | | | | | | | | | | | | | | | | | | | |
| | Broadly ARE | ARE | ARE+ | | | | | | | | | | | | | | | | | | | | | |
| Reading | 37.5% | 25% | 12.5% | | | | | | | | | | | | | | | | | | | | | |
| Writing | 50% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | |
| Maths | 62.5% | 37.5% | 12.5% | | | | | | | | | | | | | | | | | | | | | |

Reading, Writing and Maths.

Provide appropriate teaching materials

Pupil Progress Meetings

| Non-PPG Children – July 2017 Data | | | |
|-----------------------------------|-------------|-------|-------|
| | Broadly ARE | ARE | ARE+ |
| Reading | 77.6% | 57.5% | 36.7% |
| Writing | 71.4% | 49% | 18.4% |
| Maths | 77.6% | 49% | 18.4% |

| PPG Children – July 2017 Progress Data | | | |
|--|------------------|-------|-------------|
| | Min Sufficient + | Good+ | Very Strong |
| Reading | 87.5% | 25% | 0% |
| Writing | 100% | 62.5% | 0% |
| Maths | 100% | 62.5% | 12.5% |

| Non- PPG Children – July 2017 Progress Data | | | |
|---|------------------|-------|-------------|
| | Min Sufficient + | Good+ | Very Strong |
| Reading | 87.8% | 69.4% | 26.5% |
| Writing | 85.7% | 63.3% | 22.4% |
| Maths | 91.8% | 75.5% | 28.6% |

Pupil Premium Children assessments showed that by July 2017:

Year 6:

- 33.3% of the Pupil Premium Children in Year 6 were working at Age Related Expectations in: Writing, Mathematics and Spelling, Punctuation and Grammar (not necessarily the same pupils)

| | | | | |
|---|--|---|---|--|
| | | <ul style="list-style-type: none"> - 66.6% of the Pupil Premium Children in Year 6 were working at Age Related Expectations in: Reading - 33.3% of the Pupil Premium Children in Year 6 achieved Age Related Expectations in Reading, Writing, SPAG and Maths (same pupils). <p>Year 2: There were no Pupil Premium Children in year 2 during 2016-17.</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>Philosophy for Children P4C</p> <p>Growth mindsets</p> <p>Church distinctiveness – Values and nurturing</p> <p>Reward systems</p> <p>MarvellousMe</p> <p>Celebrate Random Acts of Kindness</p> <p>Celebration</p> <p>Collective Worship</p> | We believe the work in this area is key to helping the children to reach their full potential. | Certain cohorts of children responded better than others. This was heavily linked to management of behaviour. When on a 1:1 basis all PPG children responded well. Continue with this work to support children in 2017-18 | |
| To improve reading skills and vocabulary knowledge to raise attainment and accelerate progress of disadvantaged pupils in reading | <p>Regular use of a reading recovery scheme</p> <p>TA support in reading providing specific and focussed reading</p> | The provision we put in place to support reading helped our PPG children to achieve. Further support in this area is required to help accelerate their progress in reading in order to narrow the gap between their attainment and that of non-PPG pupils. | Progress in reading needs to be heavily supported in 2017-18. | |

| | | | | |
|--|--|---|---|--------------|
| | <p>interventions for target pupils throughout the school, in order to accelerate progress and close attainment gaps.</p> <p>Celebrate the joy of reading through World Book Day.</p> | | | |
| Greater parental involvement will help PPG children hand homework in on time. | Meet the teacher, newsletters, emails, website, parent consultations have all been used to communicate to parents/carers the importance of supporting learning at home. | <p>An ongoing push in this area will help children to progress further.</p> <p>New homework grids have been well received in Class 2. Roll them out in Classes 1 and 3.</p> <p>Daily reading at school for pupils on the frequent readers list (including PPG children) has helped increase the number of children reading daily at home.</p> | <p>Continue to communicate the importance of home learning.</p> <p>Reading to be pushed in 2017-18.</p> | |
| PPG children will begin to read for enjoyment by sharing their reading experiences with adults each day. | | | | |
| 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 | Intervention programme | The provision we put in place to support our PPG children helped them to achieve the results in the table above. Further support in this area is | Monitor progress – if progress is slow change the intervention | £5240 |

| | | | |
|---|--|--|---|
| interventions, measuring impact and training staff to implement these | | required to help accelerate their progress in order to narrow the gap between their attainment and that of non-PPG pupils. | |
| 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 data table above | Monitor progress – if progress is slow change the intervention |
| <ul style="list-style-type: none"> 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 data table above | Monitor progress – if progress is slow change the intervention |
| Continue to buy into the Fischer Family Trust Aspire and Herts for learning assessment packages to ensure all groups of children are tracked and supported. | Fischer Family Trust – Aspire HFL- PA+ Other data sources e.g. Raiseonline, inspection Dashboard | See data table above | Continue to use assessment tracking to inform teaching and interventions. |
| Teachers continue to use their assessment data to rigorously track the progress of pupils, to identify gaps | Fischer Family Trust – Aspire HFL- PA+ | See data table above | Continue to use assessment tracking to inform teaching and interventions. |

| | | | | |
|---|---|---|---|--------------|
| & plan next steps with regards to teaching and learning | Other data sources e.g. Raiseonline, inspection Dashboard | | | |
| 1:1 tuition as necessary | PPG/TA Support | See data table above | Continue to use assessment tracking to inform teaching and interventions. | |
| Dedicated TA support for PPG children five afternoons a week. | PPG/TA Support | See data table above | Continue to use assessment tracking to inform teaching and interventions. | |
| iii) Other approaches | | | | |
| 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 |
| All staff throughout the school consistently applying the Behaviour Policy. | Maintain high expectations at all times | High expectations helped the children to achieve their results | Continue to push high expectation in 2017-18 | £1000 |
| Pupils having access to targeted behaviour support during lessons, playtimes and lunchtimes | Play Leader employed at lunchtimes | Good behaviour management tool. Kept children busy at play/lunch times. Helped develop friendships | Continue in 2017-18 | |
| Staff liaising closely with the Family Support Worker as needed | Family Support Workers | Useful support on offer when required. | Continue in 2017-18 | |
| Subscription to the DLSP3 support network | DSPL3 | Useful support on offer when required. | Continue in 2017-18 | |
| School continuing to | Programme of | All of these items help develop the children into | Continue in 2017-18 | |

| | | | | |
|---|---|---|--|--|
| follow the SEAL plan throughout the year, focus of Collective Worship, whole school and class, on weekly basis. | Collective Worship inc. Social and Emotional Aspects of Learning (SEAL) | the well-rounded individuals that we send off to Year 7. They impact on their attitudes to learning and mindset. As a result the children achieve more. | | |
| 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 | | | |
| Year 6 trained as Peer Mediators to support pupils having minor disagreements | Train Peer Mediators | | | |
| Value of the half term used from the "Roots and Fruits" book | Roots and Fruits – value of the half term | | | |
| Random Acts of Kindness to be promoted and rewarded throughout school. | Random Acts of Kindness (RAK) | | | |