**Pupil premium strategy statement (primary) – Stathern Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Stathern Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £19080 | **Date of most recent PP Review** | Jan 2019 |
| **Total number of pupils** | 92 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | May 2019 |

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| 1. **Current attainment – End of Year 2017/18** | | |
| 2018 SATs KS2 Pupils eligible – 3 pupils (each pupil = 33%) | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | 33% | 70% |
| **% making expected progress in reading** | 33% | 80% |
| **% making expected progress in writing** | 33% | 83% |
| **% making expected progress in mathematics** | 33% | 80% |
| **% making expected progress in SPaG** | 33% | 82% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Not all PP pupils on track to make at least expected progress in either reading, writing and/or maths from their low start points | | |
|  | | Learning barriers due to prior and on-going medical issues | | |
| **C.** | | Learning behaviours as a result of early trauma, bereavement or loss | | |
| **D.** | | Social/Emotional needs as a result of early trauma, bereavement or loss | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | Work with Outside Agencies(OT.SALT, Medical Professionals links to B) | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils make at least expected progress from their starting points e.g. end of FS or KS1; and attainment is in line with national or better in reading, writing and Maths. | | Children meet age related expectations in reading, writing and maths, or make at least expected progress in RWM.  Disadvantaged pupils attain in line with or better than their peers. |
|  | To minimise progress barriers of pupils with medical needs | | Pupils are able to engage positively with the learning environment due to adaptations. |
|  | To improve and develop positive learning behaviours | | Pupils engage positively and proactively with their learning. |
|  | To support social and emotional needs of children including post LAC and bereaved. | | Pupils have increased capacity and readiness to learn and the ability to deal better with social, emotional and mental health barriers to learning. |

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| 1. **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. | | | | | |
| 1. **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?** |
| Positive Learning behaviours will improve progress for children | Training on character education – Routes to Resilience, Meta Cognition, Mentally Healthy Schools. | Character education will aid children’s understanding of their own strengths and areas for improvement and how they learn best including how to overcome their individual barriers. There is a need to increase the capacity for learning through character development and life skills. Meta-cognition and self-regulation EEF +7 | Staff will engage in 12 training sessions + 6 staff meetings.  Pupils will engage in the process of developing character vocabulary and then embed this in the following ways:   * Marking and Feedback * Lesson feedback * Peer nomination * Vocab discussion * Assembly stories | ML, DW, FK, SO | Nov 2018  May 2019 |
| Improved results due to better attitudes to learning and high levels of engagement | Development of shared Ethos and Vision including character work and a curriculum that ‘makes a difference’. Related individualised behaviour interventions. | Children will develop an increasing sense of purpose and direction. The work will lead to a positive, highly engaged attitude to learning.  Depth of/Mastery Learning EEF +5 | All stakeholders including children will be involved in a structured process to develop a shared Ethos and Vision. The school will work with the Routes to Resilience programme. PP pupils will be monitored to assess impact. | ML, CA, DW, SO | Nov 2018  May 2019 |
| Social and emotional skills are developed through high quality feedback | Targeted time for improved verbal and written feedback both for academic and character improvement. | The quality and depth of the verbal and written feedback that children are receiving is a key factor in children’s ability to thrive socially and emotionally as they learn in school. Key PP individuals find this challenging due to background.  Feedback EEF +8 | Staff will develop language that improves written and verbal feedback, particularly around social skills, communication and teamwork and learning attitudes.  These will be evidenced and developed through book scrutiny, marking workshops, lesson observation and pupil interview. | ML, DW,SO, HJ | November 2018  May 2019 |
| **Total budgeted cost** | | | | | £6700 |
| 1. **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?** |
| Social and emotional skills are developed through key focused 1:1 and/or small group interventions planned to cater for individual needs | ELSA training and intervention  Circle of Friends intervention  Targeted additional teacher support | Key children need significant support with their own self-esteem and their social skills. These areas present key barriers to learning.  One to one or small group tutoring proven to have moderate to high impact for moderate cost.  Behaviour Interventions EEF +3  Small Group Tuition EEF +4  Social Emotional Learning EEF +4 | Staff to undertake ELSA, Mentally Healthy Schools, Circle of Friends, Attachment training.  Regular reviews of PP group timetable. Regular communication between PP  teacher and class teachers  PP profiles for all PP  pupils to ensure staff have a clear vision of pupils needs, and qualitative as well as quantitative improvements.  Impact of intervention monitored by ML and DW through Boxhall profiles and appropriate assessment. | DW,ML, SO, HJ | November 2018  May 2019 |
| Learning barriers related to medical conditions are minimised to improve the capacity for learning | Early Years Interventions - Staff work with parents and outside agencies to better understand children’s needs and implement ideas to overcome barriers presented due to medical conditions. | Barriers must be broken down through early intervention to maximise progress potentially hindered by medical needs.  Early Year Interventions EEF +5 | Teachers and TA’s will work with outside professionals, investigating and evaluating the pupils needs and subsequently implementing key interventions with these findings in mind.  Impact to be monitored through formative and summative assessment and discussed at pupil progress meetings. | ML, DW, AH, HJ, JT | November 2018  May 2019 |
| Targeted In Class Support  Consolidation of learning completed in classes  Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points | Targeted additional TA support within lessons to improve understanding of learning in reading,  writing and maths | One to one or small group tutoring proven to have moderate to high impact for moderate cost. This is however sometimes more appropriate to conduct in class where learners are working close to the level of the class.  Small Group Tuition EEF +4 | Teacher and Intervention lead teacher review planned interventions to be completed  Clear communication between  teachers and Ta’s  Ta’s timetables carefully planned  making the best use of morning work, registration, assembly and afternoon intervention time | SO, HJ, JP, DW | November 2018  May 2019 |
| Pupils assessed by EP.  EHCP assessment carried out | External agencies support critical in identifying strategies for pupils to make progress. | Assessment required due to complexities of cases | Pupils needs identified  IEP/EHCP in place | DW | November 2018  May 2019 |
|  | | | | | £9300 |  | Pupils aware of how to be resilient, creative, risk taking – more positive towards learning; more confident in tackling new learning |
| 1. **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?** |
| Self-esteem, self- worth and confidence are boosted in order to increase the capacity for learning  Social and participation in a range of residentials and clubs provided by the school or external providers | Whole School Nurture Approach and Nurture Group | Social and Emotional learning is proven to have high impact. Children with social/emotional needs and possible mental trauma need self-esteem, confidence and self-worth boosting.  Social Emotional Learning EEF +4 | Whole School LAC and Attachment training.  Identification of children to invite through Boxhall Profiling  Training of staff to run the group and provide feedback  Monitoring of impact of the group through further Boxhall profiling and observations.  Direction and encouragement for key individuals to key clubs.  Staff to talk to children about possible interests  MS/LS to arrange funding assistance (as  appropriate)  for clubs/resources/residential/uniform/dinners | DW, SO, HJ, ML | November 2018  May 2019 |
| Improvements in achievements, opportunities and self-esteem beyond Reading, Writing and Maths | Curricular and extra-curricular enrichment  Arts, Mindfulness and Computer club run by staff and children. | Children’s self-esteem and engagement levels will improve dramatically if their all their strengths are celebrated, developed and explored through these ‘extra’ opportunities.  Digital Technology EEF +4  Arts Participation EEF +3 | Opportunities to be monitored by ML and AH and fairly distributed to PP children.  Impact to be monitored through pupil interview. | ML, AH | November 2018  May 2019 |
| **Total budgeted cost** | | | | | £3080 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017/18** | | |
| 1. **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** |
| Staff trained on character, resilience and mental well-being. Also growth mind-set developed | Training on growth and character education | Pupils are better aware of how to be resilient, creative, risk taking – more positive towards learning; more confident in tackling new learning | Work has begun to embed Routes to Resilience/ character work within a shared Ethos and Vision for greater impact | £700 |
| Social skills are developed through participation in a range of clubs provided by the school or external providers  Pupils enjoy the experience of being at school  Talent and efforts in non-academic subjects are celebrated and help to develop self confidence | Curricular and extra-curricular enrichment | Significant numbers of pupils who have taken part in clubs with 100% of PP children taking part in 1 or more.  MS/LS have arranged funding assistance (as appropriate) for clubs /resources /residential /uniform /dinners  The above has had significant impact on PP children. | Funding for residentials is a key factor in supporting disadvantage pupils as many clubs are free. These trips have significant impact on these pupils ability to integrate with others socially and emotionally. | £600 |
| 1. **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** |
| Improved confidence for pupils in specified areas  Learning tasks tailored to specific  needs of pupils  Consolidation of learning completed in classes – time to practise and apply  skills with high quality marking and feedback.  Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points. | Targeted additional teacher support | Regular reviews of PP group timetable and regular communication between PP  lead and class teachers has led to timely changes and well monitored quality/impact of interventions.  Teaching resources and materials have been well sourced.  The introduction of PP profiles for all PP  pupils has ensures staff have a clear vision of pupils needs, and qualitative as well as  quantitative improvements. | PP profiles completed by staff and monitored by DW/ML to continue.  Continue to implement dedicated feedback time, encouraging PP children to come in from 8:50am. | £4200 |
| 1:1 and/or small group interventions planned to cater for individual needs  Support within lessons to improve understanding of learning in reading,  writing and maths  Consolidation of learning completed in classes  Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points | Targeted additional TA support | Teachers and Intervention lead teacher have regularly reviewed planned interventions to ensure that they are effective and where less-so are changed.  Clear communication between  teachers and Ta’s has improved the effectiveness of intervention.  Ta’s timetables have been carefully planned and have made the best use of morning work, registration and afternoon intervention time. | Intervention feedback (both verbal and written) is crucial to ensuring that the intervention is having the desired impact for pupils. | £6100 |
| Pupils assessed by EP.  EHCP assessment carried out | External agencies support | EHCP in place following appeal meeting. All planned pupils assessed by EP with recommendations in place. | Recruitment of HLTA with Upper KS2 experience to be considered. | £1100 |
| 1. **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** |
| Self-esteem, self- worth and confidence are boosted in order to increase the capacity for learning | Whole School Nurture Approach and Nuture Group | Nurture group has had high impact following Whole School LAC and Attachment training, SEN and HT Nurture training, SEN and Parents Adoption training. Training of staff to run the group and provide feedback  High impact observed through further Boxhall profiling and observations. | Continue Nurture Group but decrease the number of students to increase impact. | £610 |
| PP funding is spent appropriately  Children’s outcomes improve  Website is up to date with necessary  reports  Governing body is updated regularly with PP funding progress | Measuring the impact of PP funding and reporting – external review | Monitored impact of PPG spend on PP children.  Informed FGB re spending and impact of PP | Dedicated governor time to monitor and support the review/plan of PP spend is key. | £150 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above. |