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

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| 1. **Summary information** | | | | | |
| **School** | Stathern Primary School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £19380 | **Date of most recent PP Review** | Nov 2019 |
| **Total number of pupils** | 101 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | May 2020 |

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| 1. **Current attainment – End of Year 2018/19** | | |
| 2019 SATs KS2 Pupils eligible – 2 pupils (each pupil = 50%) | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | 50% | 71% |
| **% making expected progress in reading** | 50% | 78% |
| **% making expected progress in writing** | 50% | 83% |
| **% making expected progress in mathematics** | 100% | 84% |
| **% making expected progress in EGPS** | 100% | 83% |

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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 | | |
| **B.** | | Learning behaviours as a result of early trauma, bereavement or loss | | |
| **C.** | | 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)* | | | | |
| **D.** | | Work with Outside Agencies | | |
| 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 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** | **2019/20** | | | | |
| 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 | Embed 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 | 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   Staff will be supported through 6 training sessions | ML, DW, SO | Nov 2019  May 2020 |
| Improved results due to a range of reading comprehension strategies | 3 x 30mins extra reading comprehension sessions a week tailored to the needs of the children. Pupils will be taught a range of techniques which enable them to comprehend the meaning of what they read. | On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  Reading Comprehension Strategies EEF +6 | A significant amount of new reading books will be purchased. There will be a review of phonics and the development of whole class reading sessions and guided reading where most appropriate. This along with quality first teaching will be developed and monitored by expert staff. | ML, HW, EH | Nov 2019  May 2020 |
| Pupils academic and social\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 2019  May 2020 |
| **Total budgeted cost** | | | | | £8700 |
| 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 | Continuous 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 continue to undertake a range of training including: ELSA, Mentally Healthy Schools, Circle of Friends, Autism 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 2019  May 2020 |
| Children work together collaboratively, improving social issues. | Collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. | Through linking with our curriculum that ‘makes a difference’ and the schools 2 year STEM project, effective collaborative learning involving well-structured approaches with well-designed tasks will lead to the greatest learning gains.  Collaborative Learning EEF +5  (Elements of Peer Tutoring EEF +5) | Teachers and TA’s will work with outside professionals, investigating and evaluating the pupils needs and subsequently implementing key collaborative strategies with these findings in mind.  Impact to be monitored through observations and formative\ summative assessment which are discussed at pupil progress meetings. | ML, DW, SH, AD, JT | November 201  May 2020 |
| 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 2019  May 2020 |
|  | | | | | £8280 |  | 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  Collaborative Learning EEF +5 | 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, AD, ML | November 2019  May 2020 |
| Improvements in achievements, opportunities and self-esteem beyond Reading, Writing and Maths | Curricular and extra-curricular enrichment  Music, Arts, Mindfulness, Yoga 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** | | | | | £2100 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 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** |
| Positive Learning behaviours will improve progress for children | Training on character education – Routes to Resilience, Meta Cognition, Mentally Healthy Schools. | Training successfully completed on character R2R, school accredited 26/11/19.  HT leading a successful network across the TSA around Mentally Healthy Schools. Children have demonstrated a better understanding of their own strengths and areas for improvement and how they learn best including how to overcome their individual barriers. | This is an approach we will continue to work with as evidence by the schools development plan. Pupils will continue to 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 | £6700 |
| 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. | Evidence that children are more deeply invested in their learning through new topics that ‘make a difference’ to local and global issues linked to the schools now established ethos and vision. | Continuing to deepen the learning through a rich and broad curriculum in line with the new ethos will be a key factor to the next phase. |  |
| Social and emotional skills are developed through high quality feedback | Targeted time for improved verbal and written feedback both for academic and character improvement. | Children have shown increased progress due to more time to feedback. In some cases this is academic and evidenced in books. In other cases this has been verbal and has involved social and emotional development. | This is a successful strategy that will continue to support children next year. |  |
| 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** |
| 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 | 2 members of staff successfully trained as ELSAs. This has had a positive impact on key individuals, increasing their capacity to learn through progress with their social and emotional issues. | The school will continue to support ELSAs within school. | £9300 |
| 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. | Working closely with Education Psychologists, Autism Outreach and other agencies at this young age has enabled staff to react quickly to the needs of children without delay. This removes early barriers to progress. | This strategy has a positive direct impact on key individuals. The use of it again depends on the needs of the Early Years cohort. |  |
| 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 | Groups containing PP children have shown excellent progress as evidenced by observations and data. | Where possible, children can benefit from the teacher working with the small group whilst the TA supports the rest of the class. This can have added impact. |  |
| Pupils assessed by EP.  EHCP assessment carried out | External agencies support critical in identifying strategies for pupils to make progress. | This has provided invaluable support to key individuals. | This strategy has a positive direct impact on key individuals |  |
| 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  Social and participation in a range of residentials and clubs provided by the school or external providers | Whole School Nurture Approach and Nurture Group | Children in this group have made significant progress with their social and emotional issues leading to increased capacity to learn when back in the classroom. | It is important to move children on from this group when the time is right. We will continue with the approach but the group will become targeted more specifically around the individuals that most need it. It is also important to assess any conflict within this group as it will not raise self-esteem without a positive overall atmosphere. | £3080 |
| 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. | Evidence suggests that this has been a key factor in raising self-esteem and confidence for several children. | This will continue to form part of our strategy but provision within it will change to match the needs of current PP students. |  |

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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. |