

Pupil Premium Strategy 2019-20

Stoneferry Primary School

The Pupil Premium is a fixed sum of money allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings; to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium (PP) as they see fit. At Stoneferry we target the funding to support those children who most need additional support and to help them to overcome the barriers they face to their learning. We are held accountable for how we use the additional funding.

In 2018/19 the level of premium is £1320 per pupil who are eligible for Free school meals, £1900 for looked after/post looked after pupils and £300 for children who have a parent in the forces.

The additional support we have identified our pupils need to help them overcome barriers to learning are:

- Social and emotional guidance and support.
- Attendance
- Support with language development
- Additional intervention for reading, writing and maths
- Targeted reading support
- Enrichment activities

The impact of how we allocate this funding is monitored closely.

- We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.
- We place the greatest emphasis upon high quality teaching and interventions which are planned in waves to support learning where pupils need to catch up or require additional challenge.
- We use achievement data to check the impact of interventions and to make adjustments where these are necessary.
- The headteacher holds staff to account for progress via termly 'Pupil Progress Meetings'. Linking back to previous key points in a child's time within the school.

Academic Year 2017/18

NOR	197
Number and percentage of pupils eligible for PP funding	36
Nominated member of LGB	V.Griffin
LGB PP Review dates	Termly
Total Budget allocation	£39960

Outcomes of Previous Academic year (All)

	ARE	GD
EYFS (GLD)	72%	
Key Stage 1 Reading	83%	21%
Key Stage 1 Writing	79%	16%
Key Stage 1 Maths	75%	29%

Key stage 2 Reading	74%	26%
Key stage 2 Writing	89%	26%
Key stage 2 Maths	85%	26%

Pupil Premium profile and impact

EYFS	2019	2018 National Non Dis	Year 1 Phonics	2019	2018 National Non Dis
GLD (DV)	67%	74%	WA (DV)	67%	85%

Year 2 Reading	2019	2018 National Non Dis
EXS	67%	79%
GD	0%	29%

Year 2 Writing	2019	2018 National Non Dis
EXS	67%	74%
GD	0%	18%

Year 2 Maths	2019	2018 National Non Dis
EXS	50%	80%
GD	0%	25%

Year 6 Reading	2019	2018 National Non Dis
EXS	67%	80%
GD	33%	33%

Year 6 Writing	2019	2018 National Non Dis
EXS	100%	83%
GD	33%	24%

Year 6 Maths	2019	2018 National Non Dis
EXS	100%	81%
GD	33%	28%

Year 6 Combined	2019	2018 National Non Dis
EXS	67%	70%
GD	0%	12%

What does the data suggest for priorities for the next academic year?

Reading is a focus for whole school improvement and also is a priority for PP pupils. In addition, support for PP pupils at KS1 in Maths is required.

It must be noted that the cohort of PP pupils in Year 6 was 3 children, therefore this can be difficult to judge against the remainder of the cohort.

In addition, the Year 2 cohort of PP children, contained 2 children who have additional SEND needs. Both of these children made progress however this was not sufficient enough to reach the ARE standard. In addition, the Year 2 cohort of PP children, contained 2 children who have additional SEND needs. Both of these children made progress however this was not sufficient enough to reach the ARE standard. Foundation 2 cohort contained 3 children. It is recognised that the overall attainment by PP children in these Key stages is lower than that for KS2. All efforts will be made to improve attainment for these Key Stages during the 2019-20 academic year. Additional focused time will be given to these pupils (Objective 3,3a,4) This will be closely monitored and data tracked termly.

Current Pupils

The current Year 5 cohort who will be moving into Year 6 during 2019-20, have the highest percentage of Pupil Premium children in school. This group has made strong progress during the last academic year and this was seen in their end of year data. However, this group will need close monitoring and continual support to continue this progress through Year 6.

Across the school, groups of Pupil Premium have grown and are now a significant percentage of each class cohort. Each class will need carefully planned regular support within lessons to ensure that the children continue to make at least expected progress.

Data shows that all Core subjects require constant support. Many children require emotional support to sustain high levels of performance in class and this will continue through school to ensure the correct conditions exist for children to achieve their potential within school.

The progress of each child will be monitored at continually, and summatively at 3 points in the academic year. The provision to support Pupil Premium children will be reviewed and adapted as needed during the year and changed as required. This document will track progress within objectives and discuss the changes made if necessary.

Additional Planned Use of Funding (Whole Academy)

Sensory room - percentage of cost attributed to PP budget.

Action plan 2019-20

	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<p>Objective 1 To ensure all children are ready to learn when they are in the school, despite factors outside that may have a negative impact on learning.</p> <p>Years: All</p>	<ul style="list-style-type: none"> To support and maintain attendance for all children. To provide the necessary support to pupils on an ongoing basis to address needs and quickly allow children to return to class To provide afternoon intervention following direction from class teachers to ensure children make expected or better progress across core subjects 	£9680	35+ on an ongoing basis	EWO and attendance lead	<ul style="list-style-type: none"> Children make expected or better progress across year All PP children have ongoing access to EWO Children's well-being is high and attitudes to learning positive Attendance for PP children is inline with all children
<p>Objective 2 To ensure children receive required speech and language support to allow them to progress within lessons and wider school life</p> <p>Years: 2,3,4,6</p>	<ul style="list-style-type: none"> Provide speech and language support for specific areas of need on a weekly basis Provide the required training for S&L lead 	£1638 £800	4	SA	<ul style="list-style-type: none"> Children can access more of the curriculum Children have greater social awareness S&L lead can provide bespoke support for needs of pupils
<p>Objective 3 To provide small group, bespoke and discrete intervention to meet the specific needs of PP children within each class</p> <p>Years: 1,2,3,4,5,6</p>	<ul style="list-style-type: none"> Each TA will have agreed targets built into performance management regarding provision for PP children These will include: <ul style="list-style-type: none"> Each PP child heard read at least once a week within school (5mins per child) Reading support daily (1.5 hrs / week) Arithmetic/ mental maths support daily (1.5 hrs / week) Writing support daily (1.5 hrs / week) 	Year 1 - £2147 Year 2 - £2147 Year 3/4 - £2147 Year 5 - £2147 Year 6 - £5198 Total - £13785	35	KP, ES, MH, ADi, JP	<ul style="list-style-type: none"> Children all heard read and change books regularly Quickstart success is strong Children are supported to maintain progress with their peers Handwriting from pupils reaches Stoneferry Standard Progress across core subjects is as expected or better
<p>Objective 3a To ensure all TA's receive quality CPD which enables them to meet the needs of PP children in line with school policies</p> <p>Years: F2,1,2,3,4,5,6</p>	<ul style="list-style-type: none"> Fortnightly meeting to update all TA's on developments in curriculum practice Skills training provided to directly impact on pupils and to ensure all input received by PP pupils is of a high quality 	£340	9	LN, KP, ADi, ADo, ES, MH, JP, EWO, DJ, SA	<ul style="list-style-type: none"> All TA's are confident in delivering required work to pupils Outcomes for pupils are good within lessons
<p>Objective 4 To provide good levels of support within Foundation 2</p> <p>Years: Foundation 2</p>	<ul style="list-style-type: none"> Teaching assistant employed to reduce ratios PP children targeted for support throughout activities and ongoing provision 	£1568	3	DJ	<ul style="list-style-type: none"> PP children will receive additional support during group activities PP children will be supported during ongoing provision PP children will receive reading and writing support
<p>Objective 5 To enhance provision and learning opportunities through high quality educational visits</p>	<ul style="list-style-type: none"> All children to receive 3 trips annually Year 6 children to receive 3 day residential visit 	£3150 £1200	35 8	Class teachers	<ul style="list-style-type: none"> Children will use experiences of visits to improve writing and learning outcomes in school Independent writing to improve in content

Years: F2, Year 1,2,3,4,5,6					<ul style="list-style-type: none"> Engagement and pupil voice with topics will improve All children will receive the same opportunities
Objective 6 To provide after school tuition for PP through Stoneferry Flyer clubs Years:	<ul style="list-style-type: none"> Year 6 after school tuition club to begin prior to Christmas to prepare children fully for Year 6 SATS assessments. Year 2 after school tuition club to begin prior to Christmas to prepare children fully for Year 2 SATS assessments. PP children will attend club on a weekly basis 	£2320	8	JR, LN	<ul style="list-style-type: none"> Children will review key learning areas and receive additional support and practice Children will achieve ARE or better in end of Key stage assessments Children's confidence and well-being will improve with reassurance from learning carried out Attitudes to learning will improve within class Children will have access to high quality homework materials
	<ul style="list-style-type: none"> Resource books to be provided for homework tasks 	£40	8	LN	
Objective 7 To provide high quality music teaching to pupils Years: 4	<ul style="list-style-type: none"> Weekly lesson provided by Hull Music Service Completion of performances for parents End of year performance at Hull City Hall 	£390	6	Hull Music Service, JB	<ul style="list-style-type: none"> Children receive high quality weekly music lesson Children learn new skill Children learn to perform in front of an audience Children take part in a community celebration event to raise self-esteem and confidence
Objective 8 To ensure all children start the day with a healthy breakfast Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> Breakfast club provided for all PP children who require it Healthy breakfast option provided so that all children can start the day well-nourished 2 staff members employed to run the service 	£877.50	9	ADi, MH	<ul style="list-style-type: none"> Children concentrate better in class Children has a positive start to the day and are ready to learn
		£1092		ADi, MH	
Objective 9 To ensure all PP children attend at least 1 afterschool club weekly Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> A range of clubs provided by staff to meet all tastes Register of PP children maintained to ensure children attend at least one club on a weekly basis Children to be encouraged to attend more than one club 	£1155	35	All staff	<ul style="list-style-type: none"> Children's engagement with school improves Relationships between pupils and staff are developed Children attend and learn activities of interest to help them develop further A club to suit all children's needs will be provided.
Objective 10 To provide quality rewards for good behaviour Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> Stoneferry Star tokens used as per policy to reward positive attitudes and manners Termly rewards for winning classes provided following a weekly competition 	£18	35	JR	<ul style="list-style-type: none"> Children are rewarded for strong, positive attitudes Children learn to become upstanding citizens of their school community as they move through the school Good behaviour and learning attitudes are positively reinforced
	<ul style="list-style-type: none"> High quality end of half term learning activity provided for pupils 	£362	35	Class teachers	
Objective 11 To provide opportunities to improve Reading skills and spelling Years:1,2,3,4,5,6	<ul style="list-style-type: none"> Lexia licences bought for all PP children who require this support 	£800	16	SB	<ul style="list-style-type: none"> All pupils who do not have specific SEND needs which may prevent them achieve ARE or better in Reading Children use Lexia at least 3 times a week to improve fluency and sight reading
Objective 12 To create a multipurpose Sensory room for emotional well being support and ELSA provision	<ul style="list-style-type: none"> Use new office space to create a learning space for small group or 1:1 support for pupils 	£600	35	EWO, JR, SB	<ul style="list-style-type: none"> Children have a calming safe space in which to discuss difficulties Children can access support when needed

Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> Create a calming environment in which children can go to discuss potential issues or difficulties 				
Objective 13 To provide an afterschool cookery club Years: Year 6	<ul style="list-style-type: none"> Afterschool club run weekly to provide culinary skills for pupils Range of skills taught Healthy eating promoted 	£268	8	ADi, MH	<ul style="list-style-type: none"> Children learn more about healthy eating Children learn life skills and the ability to provide healthy food for themselves Children learn about the importance of food hygiene
Objective 14 <ul style="list-style-type: none"> Additional objective 	<ul style="list-style-type: none"> 	£390 per term			<ul style="list-style-type: none">

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1					
Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2					
Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 3					
Years:					
Review Term 1					
Review Term 2					
Review Term 3					
Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 3a					
Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 4 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 5 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 6 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 7 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 8 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 9 Years:					

Review Term 1					
Review Term 2					
Review Term 3					
Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 10 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 11 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 12 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 13 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 14 Years:					
Review Term 1					
Review Term 2					
Review Term 3					

