

## Pupil Premium Strategy 2019-20

### Stoneferry Primary Academy

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

<b>EYFS</b>	2019	2018 National Non Dis	<b>Year 1 Phonics</b>	2019	2018 National Non Dis
GLD (DV)	67%	74%	WA (DV)	89%	85%

<b>Year 2 Reading</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	67%	79%
GD	0%	29%

<b>Year 2 Writing</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	67%	74%
GD	0%	18%

<b>Year 2 Maths</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	50%	80%
GD	0%	25%

<b>Year 6 Reading</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	67%	80%
GD	33%	33%

<b>Year 6 Writing</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	100%	83%
GD	33%	24%

<b>Year 6 Maths</b>	<b>2019</b>	<b>2018 National Non Dis</b>
EXS	100%	81%
GD	33%	28%

<b>Year 6 Combined</b>	<b>2019</b>	<b>2018 National Non Dis</b>
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?	Calculation	How many pupils will benefit?	Who will be responsible	What will success look like?
<p><b>Objective 1</b> 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"> <li>To support and maintain attendance for all children.</li> <li>To provide the necessary support to pupils on an ongoing basis to address needs and quickly allow children to return to class</li> <li>To provide afternoon intervention following direction from class teachers to ensure children make expected or better progress across core subjects</li> </ul>	£9680	$35/176 \times £22000$ $+ 0.3 \times £22000$	35+ on an ongoing basis	EWO and attendance lead	<ul style="list-style-type: none"> <li>Children make expected or better progress across year</li> <li>All PP children have ongoing access to EWO</li> <li>Children's well-being is high and attitudes to learning positive</li> <li>Attendance for PP children is inline with all children</li> </ul>
<p><b>Objective 2</b> 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"> <li>Provide speech and language support for specific areas of need on a weekly basis</li> <li>Provide the required training for S&amp;L lead</li> </ul>	£1638 £800	3h/week x £14/hr x 39	4	SA	<ul style="list-style-type: none"> <li>Children can access more of the curriculum</li> <li>Children have greater social awareness</li> <li>S&amp;L lead can provide bespoke support for needs of pupils</li> </ul>
<p><b>Objective 3</b> 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"> <li>Each TA will have agreed targets built into performance management regarding provision for PP children</li> <li>These will include: <ul style="list-style-type: none"> <li>Each PP child heard read at least once a week within school (5mins per child)</li> <li>Reading support daily (1.5 hrs / week)</li> <li>Arithmetic/ mental maths support daily (1.5 hrs / week)</li> <li>Writing support daily (1.5 hrs / week)</li> </ul> </li> </ul>	Year 1 - £2147 Year 2 - £2147 Year 3/4 - £2147 Year 5 - £2147 Year 6 - £5198  Total - £13785	$4.75hr/16.25hr \times £7345$  $(4.75hr/16.25hr \times £7345) \times 2$	35	KP, ES, MH, ADi, JP	<ul style="list-style-type: none"> <li>Children all heard read and change books regularly</li> <li>Quickstart success is strong</li> <li>Children are supported to maintain progress with their peers</li> <li>Handwriting from pupils reaches Stoneferry Standard</li> <li>Progress across core subjects is as expected or better</li> </ul>
<p><b>Objective 3a</b> 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"> <li>Fortnightly meeting to update all TA's on developments in curriculum practice</li> <li>Skills training provided to directly impact on pupils and to ensure all input received by PP pupils is of a high quality</li> </ul>	£340	£34x0.5hrx20 weeks	9	LN, KP, ADi, ADo, ES, MH, JP, EWO, DJ, SA	<ul style="list-style-type: none"> <li>All TA's are confident in delivering required work to pupils</li> <li>Outcomes for pupils are good within lessons</li> </ul>
<p><b>Objective 4</b> To provide good levels of support within Foundation 2</p> <p>Years: Foundation 2</p>	<ul style="list-style-type: none"> <li>Teaching assistant employed to reduce ratios</li> <li>PP children targeted for support throughout activities and ongoing provision</li> </ul>	£1568	3/30xsalary	3	DJ	<ul style="list-style-type: none"> <li>PP children will receive additional support during group activities</li> <li>PP children will be supported during ongoing provision</li> <li>PP children will receive reading and writing support</li> </ul>
<p><b>Objective 5</b> To enhance provision and learning opportunities through high quality educational visits</p>	<ul style="list-style-type: none"> <li>All children to receive 3 trips annually</li> <li>Year 6 children to receive 3 day residential visit</li> </ul>	£3150 £1200	35chnx£10x3 trips	35 8	Class teachers	<ul style="list-style-type: none"> <li>Children will use experiences of visits to improve writing and learning outcomes in school</li> <li>Independent writing to improve in content</li> </ul>

Years: F2, Year 1,2,3,4,5,6						<ul style="list-style-type: none"> <li>Engagement and pupil voice with topics will improve</li> <li>All children will receive the same opportunities</li> </ul>
<b>Objective 6</b> <b>To provide after school tuition for PP through Stoneferry Flyer clubs</b> <b>Years:</b>	<ul style="list-style-type: none"> <li>Year 6 after school tuition club to begin prior to Christmas to prepare children fully for Year 6 SATS assessments.</li> <li>Year 2 after school tuition club to begin prior to Christmas to prepare children fully for Year 2 SATS assessments.</li> <li>PP children will attend club on a weekly basis</li> </ul>	£2320	(£43+£34+£26+£14) x20weeks	8	JR, LN	<ul style="list-style-type: none"> <li>Children will review key learning areas and receive additional support and practice</li> <li>Children will achieve ARE or better in end of Key stage assessments</li> <li>Children's confidence and well-being will improve with reassurance from learning carried out</li> <li>Attitudes to learning will improve within class</li> <li>Children will have access to high quality homework materials</li> </ul>
		£40		8	LN	
<b>Objective 7</b> <b>To provide high quality music teaching to pupils</b> <b>Years: 4</b>	<ul style="list-style-type: none"> <li>Weekly lesson provided by Hull Music Service</li> <li>Completion of performances for parents</li> <li>End of year performance at Hull City Hall</li> </ul>	£390	6/26 x £1950 per year	6	Hull Music Service, JB	<ul style="list-style-type: none"> <li>Children receive high quality weekly music lesson</li> <li>Children learn new skill</li> <li>Children learn to perform in front of an audience</li> <li>Children take part in a community celebration event to raise self-esteem and confidence</li> </ul>
<b>Objective 8</b> <b>To ensure all children start the day with a healthy breakfast</b> <b>Years: Foundation 2, Year 1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Breakfast club provided for all PP children who require it</li> <li>Healthy breakfast option provided so that all children can start the day well-nourished</li> <li>2 staff members employed to run the service</li> </ul>	£877.50	50px5x39 weeks x 9 children	9	ADi, MH	<ul style="list-style-type: none"> <li>Children concentrate better in class</li> <li>Children has a positive start to the day and are ready to learn</li> </ul>
		£1092	9/35x(2x£2100)		ADi, MH	
<b>Objective 9</b> <b>To ensure all PP children attend at least 1 afterschool club weekly</b> <b>Years: Foundation 2, Year 1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>A range of clubs provided by staff to meet all tastes</li> <li>Register of PP children maintained to ensure children attend at least one club on a weekly basis</li> <li>Children to be encouraged to attend more than one club</li> </ul>	£1155	35chnx£1x 33 weeks	35	All staff	<ul style="list-style-type: none"> <li>Children's engagement with school improves</li> <li>Relationships between pupils and staff are developed</li> <li>Children attend and learn activities of interest to help them develop further</li> <li>A club to suit all children's needs will be provided.</li> </ul>
<b>Objective 10</b> <b>To provide quality rewards for good behaviour</b> <b>Years: Foundation 2, Year 1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Stoneferry Star tokens used as per policy to reward positive attitudes and manners</li> <li>Termly rewards for winning classes provided following a weekly competition</li> <li>High quality end of half term learning activity provided for pupils</li> </ul>	£18	(£15x6)x35/176	35	JR	<ul style="list-style-type: none"> <li>Children are rewarded for strong, positive attitudes</li> <li>Children learn to become upstanding citizens of their school community as they move through the school</li> <li>Good behaviour and learning attitudes are positively reinforced</li> </ul>
		£362	(£300x6)x35/176	35	Class teachers	
<b>Objective 11</b> <b>To provide opportunities to improve Reading skills and spelling</b> <b>Years:1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Lexia licences bought for all PP children who require this support</li> </ul>	£800	16x£50	16	SB	<ul style="list-style-type: none"> <li>All pupils who do not have specific SEND needs which may prevent them achieve ARE or better in Reading</li> <li>Children use Lexia at least 3 times a week to improve fluency and sight reading</li> </ul>
<b>Objective 12</b> <b>To create a multipurpose Sensory room for emotional well being support and ELSA provision</b>	<ul style="list-style-type: none"> <li>Use new office space to create a learning space for small group or 1:1 support for pupils</li> </ul>	£600	35/176x£3000	35	EWO, JR, SB	<ul style="list-style-type: none"> <li>Children have a calming safe space in which to discuss difficulties</li> <li>Children can access support when needed</li> </ul>

Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> <li>Create a calming environment in which children can go to discuss potential issues or difficulties</li> </ul>					
<b>Objective 13</b> <b>To provide an afterschool cookery club</b>  Years: Year 6	<ul style="list-style-type: none"> <li>Afterschool club run weekly to provide culinary skills for pupils</li> <li>Range of skills taught</li> <li>Healthy eating promoted</li> </ul>	£268	£400 x 8/12	8	ADi, MH	<ul style="list-style-type: none"> <li><b>Children learn more about healthy eating</b></li> <li><b>Children learn life skills and the ability to provide healthy food for themselves</b></li> <li><b>Children learn about the importance of food hygiene</b></li> </ul>
<b>Objective 14</b> <ul style="list-style-type: none"> <li><b>Additional objective</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	£390 per term				<ul style="list-style-type: none"> <li></li> </ul>

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 1</b> <b>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.</b>  Years: All	<ul style="list-style-type: none"> <li>To support and maintain attendance for all children.</li> <li>To provide the necessary support to pupils on an ongoing basis to address needs and quickly allow children to return to class</li> </ul> <p>To provide afternoon intervention following direction from class teachers to ensure children make expected or better progress across core subjects</p>	£9680	35+ on an ongoing basis	EWO and attendance lead	<ul style="list-style-type: none"> <li>Children make expected or better progress across year</li> <li>All PP children have ongoing access to EWO</li> <li>Children's well-being is high and attitudes to learning positive</li> </ul> <p>Attendance for PP children is inline with all children</p>
<b>Review Term 1</b>	<p>Attainment for pupils at the end of pupils at the end of the Autumn term can be seen in Appendix 1. Where children are not meeting ARE, 5 of these children are on the SEN register, but have made significant progress using the small step progression documents, introduced by the SENCO.</p> <p>At the end of the Autumn term of the Spring term there were 36 children on the PP register. Overall attendance for these pupils stood at 95.34%. 11% of the PP registered children (including F2) were persistent non attenders. Of the 11%, 3 of these children took holidays in term time, and have had time off with illness too. Their attendance is now on the rise. The newly appointed Attendance has worked hard with families over the term and has established her role in school. She tracks data on a weekly basis and responds to thi through same day phone calls and discussions with parents.</p> <p>In her additional role of EWO within school, she has spent a large proportion of her time supporting children on the PP register with ongoing needs. This has included providing support within classes as well as through 1:1 sessions around well-being and resolving issues the children have.2 families in particular have required a lot of support and continue to do so.</p> <p>Afternoon support for</p> <p>During afternoon sessions, the EWO works as an ELSA support worker and is currently supporting children on the PP register through this work. IN addition the EWO has referred a number of children for additional agency support and co-ordinated this work.</p>				
<b>Review Term 2</b>	<p>At the end of the Autumn term of the Spring term there were 36 children on the PP register. Overall attendance for these pupils stood at 95.34%. 11% of the PP registered children (including F2) were persistent non attenders. Of the 11%, 3 of these children took holidays in term time, and have had time off with illness too. Their attendance is now on the rise. The newly appointed Attendance has worked hard with families over the term and has established her role in school. She tracks data on a weekly basis and responds to this through same day phone calls and discussions with parents.</p>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
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<b>Objective 2</b> <b>To ensure children receive required speech and language support to allow them to progress within lessons and wider school life</b> <b>Years: 2,3,4,6</b>	<ul style="list-style-type: none"> <li>Provide speech and language support for specific areas of need on a weekly basis</li> <li>Provide the required training for S&amp;L lead</li> </ul>	£1638  £800	4	SA	<ul style="list-style-type: none"> <li>Children can access more of the curriculum</li> <li>Children have greater social awareness</li> <li>S&amp;L lead can provide bespoke support for needs of pupils</li> </ul>
<b>Review Term 1</b>	<p>The new Speech and Language lead in school works closely with 4 children on the PP register. She meets these weekly and is making good progress with all of these children. Children also present on the SEND register therefore progress for these children can be seen on the Small Step progression documents for each child.</p> <p>S&amp;L lead has attended 2 of her courses and has used the knowledge gained to modify and improve the provision for her students, working always in partnership with the SENCO.</p>				
<b>Review Term 2</b>	<p><b>The Spring term was shortened due to the closure of the school caused by COVID 19, this provision is ongoing.</b></p>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 3</b> <b>To provide small group, bespoke and discrete intervention to meet the specific needs of PP children within each class</b> <b>Years: 1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Each TA will have agreed targets built into performance management regarding provision for PP children</li> <li>These will include:               <ul style="list-style-type: none"> <li>Each PP child heard read at least once a week within school (5mins per child)</li> <li>Reading support daily (1.5 hrs / week)</li> <li>Arithmetic/ mental maths support daily (1.5 hrs / week)</li> </ul> </li> <li>Writing support daily (1.5 hrs / week)</li> </ul>	Year 1 - £2147 Year 2 - £2147 Year 3 - £2147 Year 4 - £2147 Year 5 - £2147 Year 6 - £5198  Total - £13785	35	KP, ES, MH, ADi, JP	<ul style="list-style-type: none"> <li>Children all heard read and change books regularly</li> <li>Quickstart success is strong</li> <li>Children are supported to maintain progress with their peers</li> <li>Handwriting from pupils reaches Stoneferry Standard</li> <li>Progress across core subjects is as expected or better</li> </ul>
<b>Review Term 1</b>	<p>All TA's work daily with pupils in all classes who are on the PP register. This work involves supporting pupils with their work in class, delivering intervention in response to data from summative assessments. Reading writing and Maths take place daily and children are heard read as priority readers during this time too. Additional voluntary support from governor is received by these children too. Teaching support are well used within classes and have tight timeframes to support pupils. They are always working with at least 1 PP child within any group, and teaching staff are aware that this must be the case.</p>				
<b>Review Term 2</b>	<p><b>Assessment of pupil outcomes have been estimated based on the progress being made during the Spring term before the closure of the school caused by COVID 19. Estimated data was particularly strong for Y6 and Y5. Where children did not make expected progress significant SEND needs were a key issue. These children will need significant support during the Autumn 2020 term. Key interventions will be provided based on Autumn baseline assessment.</b></p>				
<b>Review Term 3</b>					
Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 3a</b> <b>To ensure all TA's receive quality CPD which enables them to meet the needs of PP children in line with school policies</b> <b>Years: F2,1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Fortnightly meeting to update all TA's on developments in curriculum practice</li> <li>Skills training provided to directly impact on pupils and to ensure all input received by PP pupils is of a high quality</li> </ul>	£340	9	LN, KP, ADi, ADo, ES, MH, JP, EWO, DJ, SA	<ul style="list-style-type: none"> <li>All TA's are confident in delivering required work to pupils</li> <li>Outcomes for pupils are good within lessons</li> </ul>

<b>Review Term 1</b>	Fortnightly meetings have taken place throughout the Autumn term. The school's Deputy Headteacher has provided this training and teaching support have benefited from the messages they have received. This investment in staff is felt directly by the PP children who benefit from additional knowledge and expertise of the staff.
<b>Review Term 2</b>	<b>These meetings continued to take place during the Spring term and supported the staff in delivering better quality input to all children. They will continue in the next academic year. The Spring term was shortened due to the closure of the school caused by COVID 19. Target will continue for Autumn 2020 with Virtual meetings.</b>
<b>Review Term 3</b>	

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 4</b> To provide good levels of support within Foundation 2 Years: Foundation 2	<ul style="list-style-type: none"> <li>Teaching assistant employed to reduce ratios</li> </ul> PP children targeted for support throughout activities and ongoing provision	£1568	3	DJ	<ul style="list-style-type: none"> <li>PP children will receive additional support during group activities</li> <li>PP children will be supported during ongoing provision</li> </ul> PP children will receive reading and writing support
<b>Review Term 1</b>	In addition to the original staffing, an additional TA has been appointed for 25 hours within F2 with the responsibility for a number for high needs pupils. This now allows the original TA to work with the PP children in F2 where necessary. She is able to deliver small group teaching sessions and ensure that continuous provision is more effective for PP children as a result. Ensuring that all children eligible for PP are registered has been a priority for the new EYFS lead as who has identified a number of children who are eligible who currently are not on the register. This is also a priority job for the EWO who offers time for parents to complete the forms with herself. It is envisaged that an additional 8 are eligible within F2 for PP funding.				
<b>Review Term 2</b>	<b>At the point of closure the impact of support in F2 was clear with many children on course to reach the ELG. The Spring term was shortened due to the closure of the school caused by COVID 19. PP children will be tracked carefully to ensure they progress once they return in September.6 of the 9 children in F2 returned in June and benefited from focused small group support throughout this time.</b>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 5</b> To enhance provision and learning opportunities through high quality educational visits Years: F2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> <li>All children to receive 3 trips annually</li> </ul> Year 6 children to receive 3 day residential visit	£3150 £1200	35 8	Class teachers	<ul style="list-style-type: none"> <li>Children will use experiences of visits to improve writing and learning outcomes in school</li> <li>Independent writing to improve in content</li> <li>Engagement and pupil voice with topics will improve</li> </ul> All children will receive the same opportunities
<b>Review Term 1</b>	Currently Year 3 and 4 have not attended an official school visit. This will be addressed during the Spring term. All other classes have attended a visit and or received a visitor into school during the term which they have benefited from. The quality of writing following visits into school in particular has been of an excellent level and pupil engagement in Year 1 and 2 during pupil voice surveys was very encouraging. All PP children have received these trips at no cost.				
<b>Review Term 2</b>	<b>Trips booked up to closure of school took place and impacted on learning well The Spring term was shortened due to the closure of the school caused by COVID 19. All trips were cancelled including the summer residential. Autumn 1 no trips will take place, but 2 full trips will be provided in Spring and Summer if the circumstances permit.</b>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 6</b> <b>To provide after school tuition for PP through Stoneferry Flyer clubs</b> <b>Years:</b>	<ul style="list-style-type: none"> <li>Year 6 after school tuition club to begin prior to Christmas to prepare children fully for Year 6 SATS assessments.</li> <li>Year 2 after school tuition club to begin prior to Christmas to prepare children fully for Year 2 SATS assessments.</li> <li>PP children will attend club on a weekly basis</li> </ul> <p>Resource books to be provided for homework tasks</p>	£2320	8	JR, LN	<ul style="list-style-type: none"> <li>Children will review key learning areas and receive additional support and practice</li> <li>Children will achieve ARE or better in end of Key stage assessments</li> <li>Children's confidence and well-being will improve with reassurance from learning carried out</li> <li>Attitudes to learning will improve within class</li> </ul> <p>Children will have access to high quality homework materials</p>
		£40	6	RS, Ado	
<b>Review Term 1</b>	Both learning clubs are taking place on a weekly basis and are well attended by PP children. PP children have been targeted for attendance and do so regularly, benefiting for this additional support. Data in Year 6 for PP children supports this.				
<b>Review Term 2</b>	<b>This support continued up to the point of closure. Children attending were making strong progress and this would have impacted greatly on the final outcomes had the KS2 and KS1 SATS gone ahead.</b>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 7</b> <b>To provide high quality music teaching to pupils</b> <b>Years: 4</b>	<ul style="list-style-type: none"> <li>Weekly lesson provided by Hull Music Service</li> <li>Completion of performances for parents</li> </ul> <p>End of year performance at Hull City Hall</p>	£390	6	Hull Music Service, JB	<ul style="list-style-type: none"> <li>Children receive high quality weekly music lesson</li> <li>Children learn new skill</li> <li>Children learn to perform in front of an audience</li> </ul> <p>Children take part in a community celebration event to raise self-esteem and confidence</p>
<b>Review Term 1</b>	Lessons are productive and of a high quality. Children are taught well and this teaching is leading towards a summer performance in collaboration with other schools within Hull at the City Hall.				
<b>Review Term 2</b>	<b>Up until the start of March these sessions continued. When visitors were no longer allowed in school this was cancelled. The impact on Music provision was strong throughout the year. Music lessons will begin again in the Autumn term.</b>				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 8</b> <b>To ensure all children start the day with a healthy breakfast</b> <b>Years: Foundation 2, Year 1,2,3,4,5,6</b>	<ul style="list-style-type: none"> <li>Breakfast club provided for all PP children who require it</li> <li>Healthy breakfast option provided so that all children can start the day well-nourished</li> </ul> <p>2 staff members employed to run the service</p>	£877.50	9	ADi, MH	<ul style="list-style-type: none"> <li>Children concentrate better in class</li> </ul> <p>Children has a positive start to the day and are ready to learn</p>
		£1092		ADi, MH	



<b>Review Term 1</b>	Children are attend Breakfast Club over the course of the week. Children receive a healthy breakfast and are then prepared for school.
<b>Review Term 2</b>	Children continued to receive breakfast club free of charge throughout the Spring term up until the point of closure.
<b>Review Term 3</b>	

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 9</b> 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"> <li>A range of clubs provided by staff to meet all tastes</li> <li>Register of PP children maintained to ensure children attend at least one club on a weekly basis</li> </ul> Children to be encouraged to attend more than one club	£1155	35	All staff	<ul style="list-style-type: none"> <li>Children's engagement with school improves</li> <li>Relationships between pupils and staff are developed</li> <li>Children attend and learn activities of interest to help them develop further</li> </ul> A club to suit all children's needs will be provided.
<b>Review Term 1</b>	42 sessions of after school clubs are attended throughout the week by PP children. Some attend more than 1 club session.				
<b>Review Term 2</b>	Children continued to receive a range of extra-curricular clubs free of charge throughout the Spring term up until the point of closure. In the first half term of Autumn 2020, there will be no extra curricular provision available due to restrictions imposed by Covid 19.				
<b>Review Term 3</b>					
Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 10</b> To provide quality rewards for good behaviour Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> <li>Stoneferry Star tokens used as per policy to reward positive attitudes and manners</li> <li>Termly rewards for winning classes provided following a weekly competition</li> </ul> High quality end of half term learning activity provided for pupils	£18  £362	35  35	JR  Class teachers	<ul style="list-style-type: none"> <li>Children are rewarded for strong, positive attitudes</li> <li>Children learn to become upstanding citizens of their school community as they move through the school</li> </ul> Good behaviour and learning attitudes are positively reinforced
<b>Review Term 1</b>	Star token certificates have been supplied to classes x 2. This continues to provide motivation for pupils behaviour Autumn1 ended with a special Halloween Crafting afternoon. Resources were acquired which provided the children with an enjoyable afternoon. This will continue during the remainder of the year.				
<b>Review Term 2</b>	Reward treats continued half termly until the point of closure and were well received by children. Behaviour in school is judged to be good and this has a positive impact on learning.				
<b>Review Term 3</b>					

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 11</b> To provide opportunities to improve Reading skills and spelling Years:1,2,3,4,5,6	Lexia licences bought for all PP children who require this support	£800	16	SB	<ul style="list-style-type: none"> <li>All pupils who do not have specific SEND needs which may prevent them achieve ARE or better in Reading</li> </ul> Children use Lexia at least 3 times a week to improve fluency and sight reading
<b>Review Term 1</b>	Children receive Lexia at least 4 x per week. Children requiring additional support are then provided with intervention on a Wednesday afternoon by a HLTA at additional cost to that planned originally. Some of these children have been from the PP register, however the list of children alters on a weekly basis and is therefore not a constant use of PP spending.				

Review Term 2	<b>The impact of the HLTA support was clear and focused. This will continue in the next academic year, with focused intervention being provided.</b>
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?
<b>Objective 12</b> To create a multipurpose Sensory room for emotional well being support and ELSA provision Years: Foundation 2, Year 1,2,3,4,5,6	<ul style="list-style-type: none"> <li>Use new office space to create a learning space for small group or 1:1 support for pupils</li> <li>Create a calming environment in which children can go to discuss potential issues or difficulties</li> </ul>	£600	35	EWO, JR, SB	<ul style="list-style-type: none"> <li>Children have a calming safe space in which to discuss difficulties</li> <li>Children can access support when needed</li> </ul>
Review Term 1	This has been established and furnished to provide a safe area for PP children to explore their emotional needs when required and through the ELSA program. This is an effective space within school.				
Review Term 2	<b>COMPLETE</b>				
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?
<b>Objective 13</b> To provide an afterschool cookery club Years: Year 6	<ul style="list-style-type: none"> <li>Afterschool club run weekly to provide culinary skills for pupils</li> <li>Range of skills taught</li> <li>Healthy eating promoted</li> </ul>	£268	8	ADi, MH	<ul style="list-style-type: none"> <li>Children learn more about healthy eating</li> <li>Children learn life skills and the ability to provide healthy food for themselves</li> <li>Children learn about the importance of food hygiene</li> </ul>
Review Term 1	8 children attend cookery club weekly, learning key skills and a better understanding of healthy lifestyles.				
Review Term 2	<b>10 children attended in the Spring term up to the point of closure.</b>				
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?
<b>Objective 14</b> Additional objective		£390 per term			
Review Term 1	At present this has not been a use of additional funding.				
Review Term 2					
Review Term 3					

#### Appendix 1 – Pupil Premium Data from Autumn Term

- Current TA data – PP (3 chn) – 2 of these children did not leave F2 with a good level of development> One had not attended an F1 setting and the other child has EAL which for the majority of the year was a large barrier to learning.**

	WTS TA	ARE+ TA	GD TA
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<b>Reading</b>	67%	33%	0%
<b>Writing</b>	67%	33%	0%
<b>Maths</b>	67%	33%	0%

**2. Current data – PP (6 children)**

	<b>WTS Test</b>	<b>WTS TA</b>	<b>ARE+ Test</b>	<b>ARE TA</b>	<b>GD Test</b>	<b>GD TA</b>
<b>Reading</b>	100%	33%	0%	67%	0%	0%
<b>Writing</b>	100%	33%	0%	67%	0%	0%
<b>Maths</b>	100%	67%	0%	33%	0%	0%
<b>GPS</b>	84%		16%		0%	

**3. Current– PP (6 children)**

	<b>WTS Test</b>	<b>WTS TA</b>	<b>ARE+ Test</b>	<b>ARE TA</b>	<b>GD Test</b>	<b>GD TA</b>
<b>Reading</b>	33%	33%	67%	67%	33%	0%
<b>Writing</b>		33%		67%		0%
<b>Maths</b>	50%	33%	50%	67%	0%	0%
<b>GPS</b>	33%		67%			

**4. Current TA data – PP (4 pupils) - LC**

	<b>WTS Test</b>	<b>WTS TA</b>	<b>ARE+ Test</b>	<b>ARE+ TA</b>	<b>GD Test</b>	<b>GD TA</b>
<b>Reading</b>	50%	25%	50%	75%	0%	0%
<b>Writing</b>		25%		75%		0%
<b>Maths</b>	25%	25%	75%	75%	0%	0%

**5. Current data – 5 PP**

	<b>WTS Test</b>	<b>WTS TA</b>	<b>ARE+ Test</b>	<b>ARE TA</b>	<b>GD Test</b>	<b>GD TA</b>
<b>Reading</b>	20%	0%	80%	100%	40%	20%
<b>Writing</b>		0%		100%		20%
<b>Maths</b>	0%	0%	100%	100%	40%	40%
<b>GPS</b>	0%		100%		40%	

**6. Current TA data – PP (8 children inc. SU)**

	<b>WTS Test</b>	<b>WTS TA</b>	<b>ARE+ Test</b>	<b>ARE TA</b>	<b>GD Test</b>	<b>GD TA</b>
<b>Reading</b>	38%	13%	62%	87%	38%	38%
<b>Writing</b>		13%		87%		13%
<b>Maths</b>	25%	13%	75%	87%	0%	13%
<b>GPS</b>	38%		62%		13%	

**Spring Assessment information**

Due to the closure of the school on March 20, 2020, no assessments were taken during the Spring term. Teachers were asked to submit their teacher assessments of where they predicted children would be academically had the school not closed and these have been forwarded and discussed with the next year's teachers. However, during the Recovery Curriculum Phase 1, all children will be assessed and baselined following their absence. It is predicted that many children will be now working well below the predicted levels following the 6 month absence from school. Following this assessment, children will receive bespoke intervention to support them in filling the gaps that have developed during this time.