

Pupil Premium Strategy 2020-21

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.
- Punctuality and attendance
- Support with language development
- Additional intervention for reading, writing and maths to close the gap between disadvantaged and non-disadvantaged pupils
- Targeted reading support and opportunities to read for pleasure
- Enrichment activities
- Loss of learning due to COVID 19
- Attitudes to learning due to COVID 19

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 2020/21

NOR	176
Number and percentage of pupils eligible for PP funding	38 + F2
Nominated member of LGB	V.Griffin
LGB PP Review dates	Termly
Total Budget allocation	£50602

Outcomes of Previous Academic year (All) 2019

	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)	89%	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%

Academic Year 2019-20 – Closure of school due to COVID 19 – impact on future spending

On March 20, 2020, Stoneferry Primary closed to all pupils except for those children of key workers or whom were vulnerable. As a result, there is no quantifiable data to measure the school's impact of spending of the Pupil Premium for this academic year. However, the school's Year 6 predicted data showed that children at the end of KS2 would have performed significantly better than the 2019 cohort, following the strategies the school employed.

In 2020-21, the impact of the school's closure will be evident. It is essential that disadvantaged children receive the necessary support to ensure that the gap in attainment between themselves and non-disadvantaged pupils does not grow.

As a result, the focus of spending will be based on supporting pupils' needs within the classroom and providing bespoke support and intervention where it is necessary.

Ensuring that levels of reading are quickly returned to the levels expected will be our main priority. This will be done through implementing a new phonics approach in KS1 to ensure all children leave KS1 as fluent readers ready for a broad and balanced curriculum in KS2. In addition the need to ensure children read regularly and for pleasure in KS2 will be a key focus couple with a precise and progressive approach to responding to texts.

Current Pupils

Children eligible for Pupil Premium are spread out across the school. There has been an increase in pupils eligible for PP in Foundation 2, and this trend is continuing with the Foundation 1 cohort too.

A number of pupils eligible for PP funding will have been greatly affected by the closure of the school and will need close monitoring and continual support to continue this progress through the year.

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)

Read Write Inc program - percentage of cost attributed to PP budget.

Breakdown of PP children within each class

F2 – 11 children

Y1 – 9 children

Y2 – 4 children

Y3 – 6 children

Y4 – 9 children

Y5 – 4 children

Y6 – 6 children

Action plan 2020-21

	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>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, including concerns over COVID 19.</p> <p>Years: All</p>	<ul style="list-style-type: none"> To support and maintain attendance for all children. To provide support to parents to explain the importance of good attendance despite any concerns. To provide the necessary support to pupils on an ongoing basis to address needs and quickly allow children to return to class To provide morning and afternoon intervention following direction from class teachers to ensure children make expected or better progress across core subjects 	£10234	$44/176 \times £22000 = £5500$ $+ 8.5/32.5 \times £18100 = £4733.85.69$	44 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 and for all teaching staff 	£2730 £800	5h/week x £14/hr x 39	4	SA	<ul style="list-style-type: none"> Early needs are identified and targeted Children can access more of the curriculum Children have greater social awareness S&L lead can provide bespoke support for needs of pupils All staff understand how to support children within their classes
<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 (5 mins per child) Reading support (2 hrs / week) Maths support (2 hrs / week) Writing support (2 hrs / week) 	Year 1 - £3099 Year 2 - £2906 Year 3 - £3287 Year 5 - £2906 Year 6 - £5969 Total - £18168	$6.75hr/16.25hr \times £7461 = £3099.18$ $6.33hr/16.25hr \times £7461 = £2906.35$ $7.16hr/16.25hr \times £7461 = £3287.43$ $6.33hr/16.25hr \times £7461 = £2906.35$ $(6.5hr/16.25hr \times £7345) \times 2 = £5968.80$	38	KP, ES, MH, JP, ADO	<ul style="list-style-type: none"> Attitudes to learning are strong Children all heard read and change books regularly Mental arithmetic is strong for pupils 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	£34x0.5hrx20 weeks	44	LN, KP, ADi, ADO, ES, MH, JP, KT, 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 All TA's have same approach as teachers to delivering core learning All teaching support have clear understanding of reading strategies within school.

Objective 4 To provide good levels of support within Foundation 2 Years: Foundation 2	<ul style="list-style-type: none"> Teaching assistant employed to reduce ratios and provide support for PP children PP children targeted for support throughout activities and ongoing provision 	£3706	8/28x £12971=£3705.99	10	ADi/DJ/JG	<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
Objective 5 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"> All children to receive 3 trips annually Year 6 children to receive 3 day residential visit 	£2100 £1320	44chxn£10x2 trips (no trips in Autumn term)	44 6	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 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 after 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 	£1036	(£34+£26+£14) X14weeks	6 4	JR, LN RS, Ado	<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
	<ul style="list-style-type: none"> Resource books to be provided for homework tasks 	£90		6	LN	<ul style="list-style-type: none"> Children will have access to high quality homework materials
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 	£822	9/23 x £2100 per year=£821.74 9/23x£150 =£58.70 (coach hire)	9	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 	£975 £1200	50px5x39 weeks x 10 children 10/35x(2x£2100)	10	ADi, MH 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
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 	£968	44chxn£1x 22 weeks No after school clubs in Autumn term	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 Attendance awards Reading awards High quality end of half term learning activity provided for pupils 	£18 £390 £450	(£15x6)x44/176 (Star Tokens) £10x39 (£300x6)x44/176	35 35	JR Class teachers	<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
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	16x£50	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 implement a focus reading scheme Read Write Inc to improve outcomes of PP pupils at end of KS1 and ensure all children are ready for a broad and balanced KS2 curriculum 1,2,3	<ul style="list-style-type: none"> Resources purchased to implement the scheme All staff trained to deliver the scheme 	£3010 £840 £336	28/80x£8600 = £3010 12 x £70 = £840 Training overtime cost) £1050 One off training cost Twilight training 2 x 12 x £14	35		<ul style="list-style-type: none"> Gaps in reading are quickly identified Children quickly improve phonetical understanding Children are prepared for broad and balanced curriculum in KS2
Objective 13 To provide an afterschool cookery club Years: Year 5,6	<ul style="list-style-type: none"> Afterschool club run weekly to provide culinary skills for pupils Range of skills taught Healthy eating promoted 	£250	£400 x 10/16	10	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
TOTAL SPEND		£50582				

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 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, including concerns over COVID 19. Years: ALL	<ul style="list-style-type: none"> To support and maintain attendance for all children. To provide support to parents to explain the importance of good attendance despite any concerns. To provide the necessary support to pupils on an ongoing basis to address needs and quickly allow children to return to class To provide morning and afternoon intervention following direction from class teachers to ensure children make expected or better progress across core subjects	£10234	44	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
Review Term 1	During this period of time, this member of staff was absent from school for 50.5 days out of a possible 65 days. As a result the impact of her work has been minimal. Her duties during this period were covered by other staff within school, but this was on top of their normal roles.				

	<p>The worsening picture of COVID 19 within Hull impacted greatly on 2 children in particular. Their attendance dropped greatly due to parental concerns that sending them to school in the circumstances was not safe. The school was engaged in a great deal of dialogue to try and support the families, but this did not have the desired impact in 3 cases in particular. A separate case study of these children has been completed.</p> <p>The following data is based on 48 children (From 7.9.21 to 18.12.21)</p> <p>Attendance 96+ = 56% Attendance 90%-96% = 29% Attendance below 90% = 15%</p> <p>The 15% of children below 90% were affected by parental worries over the pandemic as rates of infection increased up to Christmas. These children are to be now tracked on a weekly basis to ensure that attendance increases. Attendance was difficult to manage during the last 3 weeks of term, when local infection rates were the highest in the country and parental confidence was at its lowest.</p> <p>1 child with an attendance of 56% is under additional scrutiny. The family lives a long way from school and do not answer their phones. This requires home visits to be carried out which often do not have anyone at home. This family have been offered a taxi for their child to school as well as the threat of a fine, however, attendance has not improved.</p> <p>1 child has an attendance of 73%. This again is due to illness. One bout included a water infection which lasted 10 days of school and this was followed by another illness which lasted for a week. Firm discussions have taken place with this parent. She has a young newborn and has been incredibly worried about her child attending school, contracting the virus and then bringing it home to her and her other child.</p>
Review Term 2	<p>During the Spring term, the school was in a national lockdown until March 8th. Of the current 48 children on the PP register, 11 children attended school daily.</p> <p>Following March 8th, individual pupil attendance is now being tracked on a weekly basis. This is to demonstrate the improvement in attendance for all PP children. Since our return, 4 have moved from the PNA category to the 90-96% category. This number is expected to reduce further in the coming weeks.</p> <p>At 23/4/21, children still below this 90% threshold will receive letters and be invited to discuss attendance with J.Raw</p>
Review Term 3	<p>26.4.21</p> <p>Attendance continued to be tracked weekly. Letters sent to all children still below 90%, as well as a separate letter to those still below 96%. Continued focus was keeping the attendance above the school target. Class attendance improved steadily from March 8th (school fully reopening) to the end of the academic year.</p> <p>At the end of the Summer term, attendance was 93.94% - Specific children have been targeted for additional measures for 2021-22</p>

Objective	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 2</p> <p>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 and for all teaching staff 	<p>£2730</p> <p>£800</p>	4	SA	<ul style="list-style-type: none"> Early needs are identified and targeted Children can access more of the curriculum Children have greater social awareness S&L lead can provide bespoke support for needs of pupils All staff understand how to support children within their classes
Review Term 1/2	<p>Progress is hard to define within this target. Below is a summary of each child as provided by our SSA who provides this support.</p> <p>During Lockdown, this support continued with bespoke weekly activities being provided for children to work on at home.</p> <p>Child 1 - language difficulty he couldn't understand the concept of understanding spoken language after 1:1 input AC can understand how to use preposition and is moving on to pronounce and attention - using short activities to gain attention.</p>				

	<p>Child 2 - Language and communication skills. SP struggled to communicate with peers. SP has made steady progress and now will tell you how she is feeling, SP is also making friendships with others in her class. SP is now using a Visual timetable to help her with the daily routine.</p> <p>Child 3 - demonstrated a range of delayed and disorders speech errors. Teachers and peers couldn't understand MD. MD is making slow progress but still missing off the sounds at the end of words. When she is corrected she dose repeat the word back with the end sound. Peers and teachers are starting to understand her.</p> <p>Child 4 - is continuing to make steady progress with his use of language. He is now using longer and generally better formed utterances. LU speech has also made steady progress. Staff and peers can understand LU when talking.</p>
Review Term 3	<p>As mentioned above, this target is hard to quantify but after consultation with the SSA, below is an overview of their progress with SALT for the 20-21 academic year:</p> <p>Child 1: Can now focus on a conversation and hold interactions for longer periods of time. He can conduct basic conversations; has increased his attention span and understands prepositions. AC also understands basic two-step instructions now going into Y2. Attendance has been an issue but SALT short activities have improved some areas of speech.</p> <p>Child 2: Has focused on language and communication skills through this academic year. SP still struggles a little to communicate with peers but has improved significantly since he start of the academic year. She can tell you how she is feeling and friendships are becoming established. Visual timetable referred to and used and assists greatly with daily routine.</p> <p>Child 4: Continues to make slow but impressive progress with his use of pronunciation and language. His annunciation is clearer and more pronounced. Both staff and peers can now have conversations with LU and understand what he is saying.</p>

Objective	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 3 To provide small group, bespoke and discrete intervention to meet the specific needs of PP children within each class 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 (5 mins per child) Reading support (2 hrs / week) Maths support (2 hrs / week) <p>Writing support (2 hrs / week)</p>	<p>Year 1 - £3099 Year 2 - £2906 Year 3 - £3287 Year 5 - £2906 Year 6 - £5969</p> <p>Total - £18168</p>	38	KP, ES, MH, JP	<ul style="list-style-type: none"> Attitudes to learning are strong Children all heard read and change books regularly Mental arithmetic is strong for pupils Children are supported to maintain progress with their peers Handwriting from pupils reaches Stoneferry Standard <p>Progress across core subjects is as expected or better</p>
Review Term 1/2	<p>A the end of the Autumn term, the Constellation trust decided that there would not be any standardised testing> Children were assessed as the y returned to school in September. Several book scrutinies took place, regarding presentation and standards of work which showed steady improvement from the levels the children returned at following the lockdown. Children especially in younger years have been clearly impacted greatly by the first lockdown. Many of the children on the PP register have not accessed the learning that was provided and therefore have spent a large period of time without learning. TA's have worked extremely hard with, tight timetables to ensure that as much support as possible is given to children. Regular monitoring has shown that this is of a high standard.</p> <p>Year 1 (9 pupils) Children in Year 1 have been impacted greatly by the 2 national lockdowns, missing key learning at a crucial time in their development. Reading was assessed based on current positions from Spring assessment in RWI. Regrouping and targeted phonics support after school are in place to increase the number of children reaching the age related expectations. Progress using the RWI scheme has been rapid and all staff are committed to ensuring children catch up.</p> <p>Spring Data R = 37% ARE+</p>				

W = 36% ARE+
M63% ARE+

Year 2 (4 pupils) – Within this class, concerns lie mainly with Reading. All 4 children have not read sufficiently during the lockdown and have returned with very weak phonetical understanding. Read Write Inc intervention from TA's is supporting these children, and same day intervention too. All 4 children are being set additional work to be completed at home also and are a clear focus. All 4 children have made accelerated progress during the Autumn term and learning attitudes have improved greatly. Children are still behind the expected level for the RWI programme, but have moved up groups and are being closely monitored using the RWI assessment points. All 4 children will now receive support from the National Tutoring Programme.

Spring data
R = 25% ARE+
W= 25% ARE+
M = 25% ARE+

Year 3 (7 pupils) –

Children not working at ARE are SEND children with specific needs. Their own progress is significant and is clearly visible within their books, though this is harder to measure when accessing tests.

Spring data
R = 71% ARE+
W = 56% ARE+
M = 71% ARE+

Year 4 (9 pupils) –

Children not working at ARE are now involved in the NTP. They receive 2x45 min sessions weekly. IN addition additional after school support is being provided remotely by school staff.

Children not reaching ARE are key children who did not engage with remote learning of Lockdown 2 or with the online learning provided during the in Lockdown 1. Attendance due to COVID related concerns has severely impacted on 2 children's performance. Focus is now on ensuring improved attendance and consistency in the Summer term.

Spring data
R = 66% ARE+
W = 66% ARE+
M = 66% ARE+, 22%
GD

Year 5 (5 pupils) – weekly arithmetic scores demonstrate that additional support is having a good impact on progress. 1 child working below the age related expectations also receives regular support and is progressing well at his own level of ability.

Spring data
R = 80% ARE+
W=80% ARE+
M = 80% ARE +

Year 6 (6 pupils) – weekly logs of arithmetic scores demonstrated an improvement in all children's scores during the Autumn term. Quickstarts were also readily reviewed and Same Day Intervention delivered where needed. All children receive daily support from a class based TA working with small groups which always contain either all or some of this group. Spring assessment data demonstrated the impact of lost learning as the children sat a SATS paper from the past. This had many areas which the class had not covered.

As a result a TA now provides full time support in Maths for Year 6, targeting all 3 children who did not reach ARE so that they will have reached this standard by the end of the school year.

Spring Data
R = 100% ARE+,40%
GD
W = 100% ARE+,40%
GD

	<p>M = 40% ARE+.20% GD</p>
<p>Review Term 3</p>	<p>In the summer term, testing took place to reinforce teacher assessment apart from in Y1 where teacher assessment alone was used. PP children mostly accessed the online learning during the third lockdown and when the children returned to school on 8th March there was an increased push on basic skills and presentational standards in order to close the gap. Same day intervention and the embedding of RWI in EYFS and KS1 allowed many of the PP children to make the required progress. Regular monitoring of core subjects continued in every year group so high standards were maintained throughout the school.</p> <p>Year 1 (10 pupils): Children in Y1 severely impacted by three national lockdowns. Reading was judged based on their RWI summer assessment and their current books bands within this. Regrouping and targeted phonics support were in place after school in order to increase the number of children reaching the age-related expectations. Increase in percentages since the spring data, therefore progress was made.</p> <p>Summer data: R: ARE+ 40% W: ARE+ 60% M: ARE+ 70%</p> <p>Year 2 (4 pupils): Same day intervention continued into the summer term. Children received Read Write intervention in order to accelerate their progress. Children also attended and after school reading booster club with Mrs Dorley. All 4 children continued on the National Tutoring Program in order to close the gap. The end of academic tests proved that the children have closed the gap significantly</p> <p>Summer data: R: ARE+ 25% W: ARE+ 25% M: ARE+ 25%</p> <p>Year 3 (7 children): Children who are not currently ARE are those SEND children with specific needs. Their progress is incremental and is evident in their books – this is down to some excellent resourcing and carefully thought-through work by the class teacher.</p> <p>Summer data R = 71% ARE+ W = 56% ARE+ M = 71% ARE+</p> <p>Year 4 (9 children): Children who didn't make ARE were involved with NTP until the end of the academic year. 2 of the children who were WTS did not engage with work over the third lockdown despite the school's ongoing efforts. Attendance concerns about 2 of the children are still ongoing but their attendance in the summer term improved slightly.</p> <p>Summer data: R = 66% ARE+ W = 66% ARE+ M = 66% ARE+, 22% GD</p> <p>Year 5 (5 children): arithmetic scores continued to improve week-on-week. The one child who is not working at ARE has specifically tailored work and has made good progress within the remit of his own ability.</p> <p>Summer data: R: ARE+ 80% W: ARE+ 80%</p>

	<p>M: ARE+ 80%</p> <p>Year 6 (6 pupils): Quickstarts were reviewed regularly to ensure they fit the needs of the of the children. 2 of the three children who were working intensively with the TA made ARE in Maths. Same day intervention and live marking made a huge impact, especially on PP children with R, W and M all above 80% at ARE.</p> <p>Summer Data: R = 100% ARE+,50% GD W = 100% ARE+,33% GD M = 83% ARE+.17% GD</p>				
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 To ensure all TA's receive quality CPD which enables them to meet the needs of PP children in line with school policies Years: F2,1,2,3,4,5,6	<ul style="list-style-type: none"> Fortnightly meeting to update all TA's on developments in curriculum practice <p>Skills training provided to directly impact on pupils and to ensure all input received by PP pupils is of a high quality</p>	£340	44	LN, KP, ADi, ADo, ES, MH, JP, KT, 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 All TA's have same approach as teachers to delivering core learning <p>All teaching support have clear understanding of reading strategies within school.</p>
Review Term 1/2	All TA's have received relevant training where possible through Teams> Meetings were forced to be held in this manner during the current situation. Where staff needed updating on learning meetings were held remotely. This was especially important during phase 1 of the school's recovery curriculum. Many TA's have also received additional training sessions to continue to develop their understanding and knowledge of Read Write Inc. Time has been provided during the Autumn term to watch training videos on a weekly basis to ensure skill levels are up to speed. Miss Northern has also upskilled all TA's working within KS2, developing their impact and effectiveness at delivering same day intervention.				
Review Term 3	Meetings continued to take place remotely where possible and all support staff where either signposted to relevant training or upskilled themselves through the relevant member of teaching staff. Online courses and Constellation Trust training was also provided to offer meaningful CPD. KS1 staff received and continued their additional RWI training to ensure their skills were kept up-to-date. Miss Northern continued to provide support staff with support on the effectiveness of same-day intervention and the impact this can have on a daily basis.				

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 To provide good levels of support within Foundation 2 Years: Foundation 2	<ul style="list-style-type: none"> Teaching assistant employed to reduce ratios and provide support for PP children <p>PP children targeted for support throughout activities and ongoing provision</p>	£3706	10	ADi/DJ/JG	<ul style="list-style-type: none"> PP children will receive additional support during group activities PP children will be supported during ongoing provision <p>PP children will receive reading and writing support</p>
Review Term 1/2	Staff within Foundation Stage provide ongoing support for PP children> They are identified and where possible receive additional support in writing and Maths> All children are carefully tracked through RWI and additional staff allow for more groups to be used which can target individual children more effectively. Despite the lockdown, progress of PP children in Reading for the children accessing RWI has been strong.				

	<p>There are 11 PP children in F2, on entry 18% of these children were at ARE. On current assessments 63% of these children are now at ARE. The children have made rapid progress due to the extra staffing and smaller RWI groups allowing us to accurately personalise their learning and ensure we are really accurately teaching exactly what the children need as their next steps. The 3 children with severe EHCP banding are progressing in their letter recognition and story recognition. There has been a large amount of progress due to the environment now provided by the Rainbow room and the staff. Not including the EHCP banded children, 88% of PP Children are now at ARE in Reading, Writing and Maths.</p> <p>Within Foundation 2, there are 3 PP children who also have a severe EHCP banding. These children require close support. Using funding from SEND plans, we have also used money from within the PP budget to resource a new Rainbow Room for these children. The Rainbow room has provided an excellent learning environment for the 4 children who require 2 members of staff to supervise them and help close the gap to ARE. The cost of this is met through the SEND payments, PP funding and the school's own budget. The cost of this far outweighs the financial support the school is receiving however the school have taken all measures to ensure that the children receive the support they deserve.</p>
Review Term 3	The Rainbow Room continues to be a resounding success, with the aforementioned funding being used to replenish the resources and continuing the staffing. The Rainbow room continues to provide bespoke learning and resources to these children in order to close the gap to ARE. The school continues to provide the support the children need in order to make not only academic but social and psychological progress.

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 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"> All children to receive 3 trips annually Year 6 children to receive 3 day residential visit 	£2100 £1320	44 6	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 Engagement and pupil voice with topics will improve All children will receive the same opportunities
Review Term 1/2	Unfortunately due to the guidelines and restrictions imposed on schools during the academic year, trips and school residentials have had to be cancelled.				
Review Term 3	Unfortunately due to the guidelines and restrictions imposed on schools during the academic year, trips and school residentials have had to be cancelled.				

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 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 after 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 <p>Resource books to be provided for homework tasks</p>	£1036 £90	6 4 6	JR, LN RS, Ado 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 <p>Children will have access to high quality homework materials</p>

Review Term 1/2	<p>Due to the lockdown during the Spring term, the children did not attend school for these clubs to be able to take place. However, additional support was provided continuously for all PP children both during and after school by class teachers and teaching support staff remotely.</p> <p>As a result, on return to school in Year 6 when assessed.</p> <p>6 children in cohort –Reading - 100% ARE+ 50% GD, Maths – 83% ARE+, 14% GD – All children continue to receive same day intervention to support them in Maths, but as a result of sitting a previous SATS paper, much of the content had not been covered due to the 2 national lockdowns which have occurred.</p> <p>In Year 2, 3 of the children within the cohort of 4 were given a place in school and the other child was offered this but declined. The impact of the previous summer lockdown has been great on these children who are at present WTS in all areas. All children are making clear progress but this has not been evident in assessment. All 4 children are now receiving subsidised tutoring, with the additional cost being met by the PP budget.</p>
Review Term 3	<p>In Year 6: Same day intervention was used in Maths and in writing/reading were possible. Additional support from TA was provided on a daily basis so children covered lost learning. End of year assessment and data proves the gap was closed significantly in the summer term.</p> <p>R = 100% ARE+,50% GD</p> <p>W = 100% ARE+,33% GD</p> <p>M = 83% ARE+.17% GD</p> <p>In Year 2: Tutoring continued into the summer term and also Mrs Dorley took a reading intervention group 1 night after school. These two interventions did have an impact on the children’s learning and this showed in their books and also in their verbal responses. Data as follows for end of year:</p> <p>Summer data: R: ARE+ 25% W: ARE+ 25% M: ARE+ 25%</p>

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 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 <p>End of year performance at Hull City Hall</p>	£822	9	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 <p>Children take part in a community celebration event to raise self-esteem and confidence</p>
Review Term 1/2	This has continued throughout the academic year. The children all work well within these sessions and can play a musical instrument and appraise music as a result.				
Review Term 3	Continuation through the academic year, with Y4 benefiting from Hull Music Service and learning to play a musical instrument.				

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 To ensure all children start the day with a healthy breakfast	<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 <p>2 staff members employed to run the service</p>	£975 £1200	35	All staff	<ul style="list-style-type: none"> Children’s engagement with school improves Relationships between pupils and staff are developed

Years: Foundation 2, Year 1,2,3,4,5,6					<ul style="list-style-type: none"> Children attend and learn activities of interest to help them develop further <p>A club to suit all children's needs will be provided.</p>
Review Term 1	Due to the current circumstances, the school has had to run a modified Breakfast Club. 8 children attend 5 days a week, with additional children attending intermittently.				
Review Term 2	First part of the term was subject to third national lockdown, so breakfast club was unavailable. Upon return on 8 th March, modified breakfast club recommenced.				
Review Term 3	The modified breakfast club continued to run and was regularly attended by 10+ children on a daily basis.				

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 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 <p>Children to be encouraged to attend more than one club</p>	£968	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 <p>A club to suit all children's needs will be provided.</p>

Review Term 1	There has been no availability for afterschool clubs during the current academic year. Money has been spent on providing class sets of equipment to be used by separate classes at breaktimes instead.				
Review Term 2	There has been no availability for afterschool clubs during the current academic year. Money has been spent on providing class sets of equipment to be used by separate classes at breaktimes instead.				
Review Term 3	There has been no availability for afterschool clubs during the current academic year. Money has been spent on providing class sets of equipment to be used by separate classes at breaktimes instead.				

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 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 Attendance awards Reading awards <p>High quality end of half term learning activity provided for pupils</p>	£18 £390 £450	35 35	JR Class teachers	<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 <p>Good behaviour and learning attitudes are positively reinforced</p>

Review Term 1	<p>Income spent on rewards has outweighed that budgeted. Reading awards have proved popular and given each class the opportunity to purchase new books for class libraries.</p> <p>Crafting afternoons and celebrations at Christmas were also funded.</p> <p>Weekly attendance is now being tracked accurately in the year long absence of the school's attendance lead. Rewards for the best attendance are now being received and income spent on books for class libraries.</p>				
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Review Term 2	<p>Easter activity afternoon organised in classes, which were funded.</p> <p>Reading rewards continued for classes linked into Reading Rockets. This gives each class the opportunity to purchase new books for the class libraries.</p> <p>Weekly attendance is now being tracked accurately in the year long absence of the school's attendance lead. Rewards for the best attendance are now being received and income spent on books for class libraries.</p>
Review Term 3	<p>Weekly attendance continued being tracked accurately in the year long absence of the school's attendance lead. Rewards for the best attendance are now being received and income spent on books for class libraries.</p> <p>Reading rewards continued for classes linked into Reading Rockets. This gives each class the opportunity to purchase new books for the class libraries.</p> <p>Reading rewards continued for classes linked into Reading Rockets. This gives each class the opportunity to purchase new books for the class libraries.</p>

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 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	35 35	JR Class teachers	<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 <p>Good behaviour and learning attitudes are positively reinforced</p>
Review Term 1/2	Lexia is well used across the school In addition to the licenses, a designated TA provides weekly support for children who require additional support to master a skill.				
Review Term 3	Lexia is still used regularly across the school and a TA is tasked with monitoring the children on IPADS to ensure the program is having an impact. The regularity of the program is showing an impact in the children that are using it across the school.				

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 To implement a focus reading scheme Read Write Inc to improve outcomes of PP pupils at end of KS1 and ensure all children are ready for a broad and balanced KS2 curriculum 1,2,3	<ul style="list-style-type: none"> Resources purchased to implement the scheme <p>All staff trained to deliver the scheme</p>	£3010 £840 £336	35		<ul style="list-style-type: none"> Gaps in reading are quickly identified Children quickly improve phonetical understanding Children are prepared for broad and balanced curriculum in KS2
Review Term 1/2	<p>RWI is now fully embedded within school All staff have received intial and then updated training during the Autumn and Spring terms. Additional resources have been bought too.</p> <p>All children are benefitted from RWI introduction</p> <p>SUMMARY OF PROGRESS</p>				

	<p>KS1 – all pupils have moved groups since the introduction of RWI. RWI expectations have Y1 pupils on yellow by this point in the year with Y2 being on grey. Bands are: red, green, purple, pink, orange, yellow, blue and grey. Although they are still WTS, progress is evident. Most PP children started in the bottom groups so were taught by RS or MG. Many have received additional tutoring time during an afternoon delivered by RS or ES. They have also been invited to additional reading clubs to start in the summer term.</p> <p>JD – Red group to pink. KH – Set 1C to purple. HP – Set 1C to purple. RE – Ditty to pink. HF – Ditty to pink. SP – Set 1C to pink. AC – Set 1B to red LR – Set 1C to pink.</p> <p>TR – Pink to yellow. TH – Pink to yellow. NR – Ditty to yellow. LT – Ditty to yellow.</p>
<p>Review Term 3</p>	<p>SUMMARY OF PROGRESS KS1: Pupil Premium children in Y1/Y2 showed progress from the start of year to the end of the academic year, data is as follows:</p> <p>JD – Red group to pink. July assessment = blue (to start this group in Sept - merged with GREY). KH – Set 1C to purple. July assessment = pink (to start this group in Sept). HP – Set 1C to purple. July assessment = yellow (to start this group in Sept). RE – Ditty to pink. July assessment = yellow (to start this group in Sept). HF – Ditty to pink. July assessment = yellow (to start this group in Sept). SP – Set 1C to pink. LEFT AC – Set 1B to red. July assessment = pink(to start this group in Sept). LR – Set 1C to pink. July assessment = ABSENT (to be assessed in Sept). MR – Pink to Grey July assessment =</p> <p>TR – Pink to yellow. July assessment = blue (to start this group in Sept - merged with GREY). TH – Pink to yellow. July assessment = yellow (to start this group in Sept). NR – Ditty to yellow. July assessment = blue (to start this group in Sept - merged with GREY). LT – Ditty to yellow. July assessment = blue (to start this group in Sept - merged with GREY).</p> <p>In Y1 LR, JD ended the year as ARE and MR ended the year as GD, showing good progress throughout the course of the year, especially in LR’s case. In Y2 all of the listed children finished the year on WTS but data shows they scored either close to or over the standardised score to meet ARE for end of year expectations.</p> <p>In addition to this RWI is now fully embedded across Foundation and KS1 and the Fresh Start is taking place with JP delivering session to those children who need it in KS2.</p>

Objective	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 13 To provide an afterschool cookery club Years: Year 5,6</p>	<ul style="list-style-type: none"> Afterschool club run weekly to provide culinary skills for pupils Range of skills taught <p>Healthy eating promoted</p>	<p>£250</p>	<p>10</p>	<p>ADi, MH</p>	<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 <p>Children learn about the importance of food hygiene</p>

Review Term 1	Unfortunately this club has not been possible during the autumn and spring terms.
Review Term 2	Unfortunately this club has not been possible during the autumn and spring terms.
Review Term 3	Unfortunately this club has not been possible during the autumn and spring terms.