

## Pupil Premium Strategy 2021-22

### 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 2021/22 the level of premium is £1,345 per pupil who are eligible for Free school meals, £2,345 for looked after/post looked after pupils and £310 for children who have a parent in the forces.

In school barriers to learning

- 1. Low Levels of oral skills including understanding of language, vocabulary and communication skills**
- 2. Increasing numbers of pupils presenting with social, emotional and mental health issues.**
- 3. Attainment and progress rates of disadvantaged pupils in Key Stage 2 from 2019**

External barriers to learning Key Barriers to learning

- 4. Attendance rates following school closures**
- 5. Lack of life opportunities**

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**
- **Support with language development**
- **Support with early reading, phonics and reading fluency**
- **Additional resources to develop a strong reading culture amongst disadvantaged pupils.**
- **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**

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 2021/22**

|   |           |
|---|-----------|
| NOR   | 161       |
| Number and percentage of pupils eligible for PP funding | 45 + (F2) |
| Nominated member of LGB                                 | V.Griffin |
| LGB PP Review dates                                     | Termly    |
| Total Budget allocation                                 | £51110    |

**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%                   |

### **Impact of School Closures 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. During the previous academic year, data was tracked internally due to the cancellation of National Sats assessments. Baseline assessments were taken in September 2020, and then the pupils were reassessed in March 2020 following the second lockdown. Assessments were then carried out at the end of the Summer term.

**Due to the impact of the 2 school closures on this group of children, spending 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 ad 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 the last two years, despite a drop in pupil numbers within the school. This trend is continuing with the Foundation 1 cohort too.

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

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 following pupil progress meetings. This document will track progress within objectives and discuss the changes made if necessary.

### **Additional Planned Use of Funding (Whole Academy)**

**To create class libraries to support a love of reading and offer a wide range of appropriate books to engage the children**

### **Breakdown of PP children within each class**

**F2 – TBC (expected to be at least 5)**

**Y1 – 10**

**Y2 – 9**

**Y3 – 4**

**Y4 – 7**

**Y5 – 9**

**Y6 – 6**

Action plan 2021-22 to overcome identified barriers to learning

| Key Barrier 1  | 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><br><b>To provide sufficient quality support to develop the speech, language and communication of pupils to allow them to progress within lessons and wider school life</b><br>Years: F1,F2, 2,3,4,6<br>Years:,2 | <ul style="list-style-type: none"> <li>Provide additional hours to provide bespoke speech and language support to children</li> <li>Resources purchased to support S&amp;L within classrooms</li> <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 and for all teaching staff</li> </ul> | £4095<br><br>£500<br><br>£600 | 27                            | SA  | <ul style="list-style-type: none"> <li>PP children with speech and language difficulties with have needs identified earlier and have plans put in place</li> <li>KS1 Classrooms will have resources to support S&amp;L development</li> <li>Early needs are identified and targeted</li> <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> <li>S&amp;L lead to provide ongoing learning for teachers within classrooms</li> <li>All staff understand how to support children within their classes</li> </ul> |
| <b>Objective 2</b><br><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><br>Years: F2,1,2,3,4,5,6  | <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>  | £515                          | 50                            | LN, EW, ADi, ADo, ES, MH, JP, XX, DJ, SA,KB | <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> <li>All TA's have same approach as teachers to delivering core learning</li> <li>All teaching support have clear understanding of reading strategies within school.</li> </ul>   |
| <b>Objective 3</b><br><b>To develop a love of reading by providing quality texts for children to read.</b>   | <ul style="list-style-type: none"> <li>High quality reading texts purchased to develop libraries in each classroom</li> <li>All genres of reading are catered for</li> <li>Each class has reading library developed</li> </ul>   | £1242                         | 50                            | RS  | <ul style="list-style-type: none"> <li>Each class has a genre based love of reading library</li> <li>Children read more readily</li> </ul>   |
| <b>Objective 4</b><br><b>To provide opportunities to improve Reading skills and spelling</b><br>Years:1,2,3,4,5,6  | <ul style="list-style-type: none"> <li>Lexia licences bought for all PP children who require this support</li> </ul>   | £800                          | 16                            | SB  | <ul style="list-style-type: none"> <li><b>All pupils who do not have specific SEND needs which may prevent them achieve ARE or better in Reading</b></li> <li><b>Children use Lexia at least 3 times a week to improve fluency and sight reading</b></li> </ul>  |
| <b>Key Barrier 2</b>   |  |                               |                               |   |  |
| <b>Objective 5</b><br><b>To ensure the emotional needs of children are met so that children can progress within school.</b>  | <ul style="list-style-type: none"> <li>Provide weekly ELSA sessions where needed after school hours.</li> <li>Provide in school Emotional Well Being support to pupils where needed</li> <li>Provide friendship groups to children where required</li> </ul>   | £3752                         | 50                            |   | <ul style="list-style-type: none"> <li>Behaviour of PP children within school is at least good.</li> <li>Children work to their potential in all areas.</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>   |

|   |   |  |                        |                          |   |
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| <b>Objective 6</b><br><b>To ensure all children start the day with a healthy breakfast</b><br><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>  | £1950<br><br>£1200   | 10                     | ADi, MH<br><br>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>   |
| <b>Objective 7</b><br><b>To provide quality rewards for good behaviour</b><br><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>Attendance awards</li> <li>Reading awards</li> <li>High quality end of term learning activity provided for pupils</li> </ul>   | £28<br><br>£195<br><br>£289  | 50<br><br>50<br><br>50 | JR<br><br>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> <li>Good behaviour and learning attitudes are positively reinforced</li> </ul>   |
| <b>Key Barrier 3</b>  |   |  |                        |                          |   |
| <b>Objective 8</b><br><b>To provide small group, bespoke and discrete intervention to meet the specific needs of PP children within each class</b><br><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 (5 mins per child)</li> <li>Reading support (2 hrs / week)</li> <li>Maths support (2 hrs / week)</li> <li>Writing support (2 hrs / week)</li> </ul> </li> </ul> | Year 1 - £3146<br>Year 2 - £3072<br>Year 3 - £3187<br>Year 5 - £3109<br>Year 6 - £3321<br><br>Total - £15835 | 50                     | KP, ES, MH, JP, ADo      | <ul style="list-style-type: none"> <li>Attitudes to learning are strong</li> <li>Children all heard read and change books regularly</li> <li>Mental arithmetic is strong for pupils</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>Objective 9</b><br><b>To provide good levels of support within Foundation 2</b><br><b>Years: Foundation 12</b>   | <ul style="list-style-type: none"> <li>Teaching assistant employed to reduce ratios and provide support for PP children</li> <li>PP children targeted for support throughout activities and ongoing provision</li> <li>Support children with ongoing speech and language work in class</li> </ul>   | £4119  | 5                      | ADi/DJ/JG                | <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>   |
| <b>Objective 10</b><br><b>To provide after school tuition for PP through Stoneferry Learning clubs</b><br><b>Years:</b>   | <ul style="list-style-type: none"> <li>Year 6 after school tuition club to begin prior after Christmas to prepare children fully for Year 6 SATS assessments.</li> <li>Year 2 after school tuition club to begin after to Christmas to prepare children fully for Year 2 SATS assessments.</li> <li>PP children will attend club on a weekly basis</li> </ul>   | £3290  | 6<br><br>4             | JR, LN<br><br>RS, Ado    | <ul style="list-style-type: none"> <li>All PP children in each cohort to attend Learning Clubs</li> <li>Children will review key learning areas and receive additional support and practice from highly skilled teaching</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> |

|  |   |                |         |                         |  |
|--|---|----------------|---------|-------------------------|--|
|  | Resource books to be provided for homework tasks  |                |         |                         | <ul style="list-style-type: none"> <li>Children will have access to high quality homework materials</li> </ul>   |
| <b>Objective 11</b><br>To continue to develop 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"> <li>Resources purchased to continue the scheme</li> <li>All staff trained to deliver the scheme</li> <li>Development days refine the scheme</li> <li>Subscription to online resources</li> </ul>   | £619           | 27      |                         | <ul style="list-style-type: none"> <li>Gaps in reading are quickly identified</li> <li>Children quickly improve phonetical understanding</li> <li>Children are prepared for broad and balanced curriculum in KS2</li> <li></li> </ul>  |
| <b>Objective 12</b><br>To ensure all PP children meet threshold in Phonics Screen Test   | <ul style="list-style-type: none"> <li>Provide additional afternoon individual support to reinforce phonics</li> <li>Continue with RWI teaching</li> </ul>  | £1831          | 12      |                         | <ul style="list-style-type: none"> <li>All children will meet standard even if this is on a second attempt.</li> </ul>   |
| <b>Key Priority 4</b>  |   |                |         |                         |  |
| <b>Objective 13</b><br>To ensure attendance levels for all disadvantaged pupils return to levels before the onset of the COVID 19 pandemic<br><br>Years: All   | <ul style="list-style-type: none"> <li>To support and maintain attendance for all children.</li> <li>Track attendance of all PP children weekly</li> <li>To provide the necessary support to pupils on an ongoing basis to address needs</li> <li>Enlist support from Trust Attendance Lead in tracking and responding to drops in attendance</li> <li>Hold meetings when required to address unsatisfactory levels of attendance</li> <li>Provide end of term rewards for improved attendance</li> <li>Meet weekly to discuss attendance and highlight key areas of focus</li> </ul> | £5095          | 50      | EWO and attendance lead | <ul style="list-style-type: none"> <li>No child has attendance below 90%</li> <li>Overall attendance of all PP pupils is above 96%</li> <li>Children make expected or better progress across year</li> <li></li> </ul>   |
| <b>Objective 14</b><br>To ensure that children with continued PNA reach expected attendance levels   | <ul style="list-style-type: none"> <li>Provide transport to ensure children arrive at school on time daily</li> </ul>   | £1950          |         | JR                      | <ul style="list-style-type: none"> <li>Improved attendance</li> <li>Improved academic performance.</li> </ul>  |
| <b>Key Priority 5</b>  |   |                |         |                         |  |
| <b>Objective 15</b><br>To enhance provision and learning opportunities through high quality educational visits<br>Years: F2, Year 1,2,3,4,5,6  | <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>  | £1500<br>£1008 | 50<br>6 | 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> <li>All children will receive the same opportunities</li> </ul> |
| <b>Objective 16</b><br>To provide high quality music teaching to pupils<br>Years: 4  | <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>   | £700           | 7       | 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 17</b><br><b>To ensure all PP children attend at least 1 afterschool club weekly</b><br><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> | £1620         | 45 | All staff | <ul style="list-style-type: none"> <li>• <b>Children’s engagement with school improves</b></li> <li>• <b>Relationships between pupils and staff are developed</b></li> <li>• <b>Children attend and learn activities of interest to help them develop further</b></li> <li>• <b>A club to suit all children’s needs will be provided.</b></li> </ul> |
|   | <b>Key Priority 1</b>   | £7752         |    |           |  |
|   | <b>Key Priority 2</b>   | £7414         |    |           |  |
|   | <b>Key Priority 3</b>   | £25694        |    |           |  |
|   | <b>Key Priority 4</b>   | £7045         |    |           |  |
|   | <b>Key Priority 5</b>   | £4628         |    |           |  |
|   | <b>TOTAL SPEND</b>  | <b>£52533</b> |    |           |  |