

# Staining CE Primary School



Pupil Premium

## Strategy Statement 2019 / 2020

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To be reviewed:	March 2020

# Pupil premium strategy statement

## School overview

School name	Staining CE VC Primary School
Pupils in school	225
Proportion of disadvantaged pupils	53/225 = 24%
Pupil premium allocation this financial year	£68 940
Anticipated spending this financial year	£70 500
Academic year or years covered by statement	April 2019 to March 2020
Review date	April 2020
Statement authorised by	Mrs J Shoulders
Pupil premium lead	Mrs J Shoulders
Governor lead	Miss H Atherton

## Disadvantaged pupil progress scores for last academic year(s)

July 2019 KS2 SATs	Progress Score for disadvantaged pupils	Progress Score for all pupils	% of PP pupils achieving expected standard	% of all pupils achieving expected standard
Reading	0.17 (-3.2 to 3.5)	-1.18 (-3.4 to 1.0)	69%	81%
Writing	-0.55 (-3.6 to 2.5)	0.43 (-1.6 to 2.4)	62%	77%
Maths	0.71 (-2.2 to 3.6)	1.92 (0.0 to 3.8)	77%	87%
Meeting expected standard at KS2			46%	71%
Achieving high standard at KS2			0%	0%

July 2018 KS2 SATs	Progress Score	% of PP pupils achieving expected standard	% of all pupils achieving expected standard (national average)
Reading	-3.0	78%	80%
Writing	-3.6	78%	83%
Maths	+0.6	78%	81%
Meeting expected standard at KS2		67%	70%

### We have identified following desired outcomes for pupils at our school in receipt of pupil premium:

1. Pupils need to make accelerated progress and attain at a higher standard when compared to their peers in other schools.
2. Pupils need a more even profile of attainment across reading, writing and maths.
3. Pupils need to continue to achieve well in phonics.
4. Pupils need to be in school, on time and in full receipt of school 'necessities' such as uniform, breakfast, school trips and clubs.
5. Pupils and their families need support to thrive e.g. wellbeing, finances, access to local support (including mental health and medical services).
6. Pupils who also have SEND needs must be monitored closely to ensure they make the best progress possible for their learning needs and starting points.

### Identified barriers to educational achievement and achieving the above aims:

- a. Attendance and late arrivals
- b. Pupils with specific social and emotional needs and mental health needs which affect their learning
- c. 32% of pupils in receipt of Pupil Premium are also on the SEND register or monitoring list in school
- d. Reading attainment - this was lower than maths and writing attainment in July 2019
- e. Engagement with parents/ carers in school life including events, enrichment activities and homework
- f. Closed mindset - lacking resilience and/ or independence as a learner
- g. Basic skills knowledge gaps - place value/ counting/ phonics
- h. Emotional immaturity and/ or attachment difficulties.
- i. Limited life experiences due to financial constraints/ parental engagement/ mental health issues
- j. Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.
- k. Pupils perceptions of bullying/ social media affecting their wellbeing and desire to engage with peers in school.

Priority 1:

Pupils need to make better progress and attain at a higher standard at Key Stage 2 when compared to their peers in other schools.

Priority 2:

Pupils need a more even profile of attainment at Key Stage 2 across reading, writing and maths

Needs	Raise the percentage of pupils meeting the expected standard at KS2
	Raise the percentage of pupils achieving the high standard at KS2. Develop a more even profile.
Barriers to learning these priorities address	Reading attainment - this was lower than maths and writing attainment in July 2019  Basic skills knowledge gaps - place value/ counting/ phonics
Actions to address this need	<ul style="list-style-type: none"><li>• Provide additional support in Year 6 to support intervention and targeted support from September 2019.</li><li>• Experienced HLTA 2 days per week from September 2019 - to increase in the Spring term linked to SATs preparation</li><li>• Provide booster sessions on specific skills from January 2020</li><li>• Additional support across classes to ensure reactive support and interventions take place</li></ul>
Projected spending	TA and HLTA support = £19000 Total Budget for this priority = £19000

### Priority 3:

#### Pupils need to continue to do well in phonics

Notes	There has been a three-year increasing trend of attainment at Year 1 phonics screening.
	Year 1 phonics screening result in 2019 was 100%
Barriers to learning these priorities address	<p>Basic skills knowledge gaps - place value/ counting/ phonics</p> <p>Pupils with specific social and emotional needs which affect their learning</p> <p>32% of pupils in receipt of Pupil Premium are also on the SEND register or monitoring list in school</p> <p>Engagement with parents/ carers in school life including events, enrichment activities and homework</p>
Actions to address this need	<ul style="list-style-type: none"><li>• Provide high quality daily phonics sessions across EYFS/ Key Stage 1 in small groups.</li><li>• Provide additional support to allow for small group focus</li><li>• Monitor regularly to ensure quality of teaching</li></ul>
Projected spending	<p>TA support: TA2b £3000</p> <p>Monitoring by SLT: £1000</p> <p>Total Budget for this priority: £4000</p>

Priority 4:

Pupils need to be in school, on time and in full receipt of school 'necessities' such as uniform, breakfast and school trips and clubs

Priority 5:

Pupils and their families need support to thrive e.g. wellbeing, finances, access to local support (including mental health and medical services)

Notes	School is becoming increasingly aware of the increasing need of our families financially and to access additional support
	There is a continued need for the school to support families through the CAF process and also, more informal support.
Barriers to learning these priorities address	<p>Attendance and late arrivals</p> <p>Engagement with parents/ carers in school life including events, enrichment activities and homework</p> <p>Emotional immaturity and/ or attachment difficulties.</p> <p>Limited life experiences due to financial constraints/ parental engagement/ mental health issues</p> <p>Closed mindset - lacking resilience and/ or independence as a learner</p> <p>Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.</p> <p>Pupils perceptions of bullying/ social media affecting their wellbeing and desire to engage with peers in school</p>
Actions to address this need	<ul style="list-style-type: none"><li>• Minibus - to allow pupils to experience life beyond the school walls and access to previously very expensive school trips</li><li>• Full time family learning mentor is in place - this needs to remain and be expanded to include closer monitoring of punctuality and attendance from Jan 2020</li><li>• Interventions linked to social and emotional and mental health needs</li><li>• Access to resources for those families in receipt of pupil premium</li></ul>
Projected spending	<p>Family Learning Mentor and Attendance systems: £26000</p> <p>Monitoring by SLT: £2000</p> <p>Resources (including Before and After School Club): £2 000</p> <p>Minibus and fuel: £3 000</p> <p>Music opportunities: £500</p> <p>Total Budget for this priority = £33500</p>

## Priority 6:

Pupils who also have SEND need to be closely-monitored to ensure they make the best progress possible for their learning needs and starting points.

Notes	Staff feel there is an increasing gap between pupils with SEND and their peers as a result of how interventions are delivered.
	Staff are aware of pupils in their class with SEND and PP but would like more support with how best to meet their needs.
	There is an observed culture of 'learned helplessness' with some low attaining pupils and attitude towards behaviour for learning.
Barriers to learning these priorities address	<p>Pupils with specific social and emotional needs which affect their learning</p> <p>32% of pupils in receipt of Pupil Premium are also on the SEND register or monitoring list in school</p> <p>Engagement with parents/ carers in school life including events, enrichment activities and homework</p> <p>Closed mindset - lacking resilience and/ or independence as a learner</p> <p>Basic skills knowledge gaps - place value/ counting/ phonics</p> <p>Emotional immaturity and/ or attachment difficulties.</p>
Actions to address this need	<ul style="list-style-type: none"> <li>• SENDCo time to complete assessments and targeted support</li> <li>• Educational psychologist support for parents and staff</li> <li>• Staff meeting and CPD time to review how the curriculum and interventions combine</li> </ul>
Projected spending	<p>SENDCo and Educational time: 2 afternoons per week £13000</p> <p>Staff training: £500</p> <p>Total Budget for this priority £14000</p>