Pupil premium strategy statement (primary)

1. Summary information					
School	Stondon Lower School				
Academic Year	2019-20	Total PP budget	£21,315	Date of most recent PP Review	July 2019
Total number of pupils	140	Number of pupils eligible for PP	19	Date for next internal review of this strategy	July 2020

2. Current attainment		
End of KS 1 (4 children)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP*
% achieving in reading, writing and maths	25% (1)	69% (18)
% achieving the KS1 expected standard or greater in reading	75% (3)	85% (22)
% achieving the KS1 expected standard or greater in writing	50% (2)	73% (19)
% achieving the KS1 expected standard or greater in maths	75% (3)	81% (21)
% making expected progress or more in reading	50% (2)	85% (22)
% making expected progress or more in writing	50% (2)	88% (23)
% making expected progress or more in maths	75% (3)	85% (22)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	A large percentage of children eligible for PP funding are making slower rates of progress and failing to achieve ARE therefore have fallen behind or are at risk of falling behind in English and Maths from their EYFS/KS1 starting points
B.	A percentage of children have barriers in spelling, particularly transfer of skills from isolated spelling to independent writing
C.	Writing attainment is less than reading and maths
D.	Social and emotional support is needed for some children who are eligible for PPG to ensure any emotional difficulties are not having a detrimental effect on their learning and academic progress
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Parental engagement
E.	Increase in Attendance for PP children

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Higher percentage of PPG children achieving age related expectations (ARE) at the end of the academic year in Reading, Writing and Maths	• Raise the attainment and accelerate progress in writing and maths through quality first teaching and targeted intervention which will ensure that children remain on/exceed their trajectory based on EYFS/KS1 starting points. • Pupils eligible for PP making less than expected progress will be identified during regular Pupil Progress Meetings and measures will be taken to support the needs of these pupils. • Progress will be measured using regular teacher assessments, regular Pupil Progress Meetings and successful moderation practices. • More PPG children achieving the age related expected standard or above in Reading, Writing and Maths across KS1 and Lower KS2.
B.	Improve spelling across KS1 and Lower KS2 and the % of children achieving ARE in Spelling strands of Writing.	• Review 'Coathooks' spelling intervention children will meet (or exceed) age related National expectations in writing. • All teaching staff will receive access to high quality resources to support the teaching of spelling. • Teachers will give pupils regular opportunities to consolidate key skills in phonics and spelling. • Support staff will support learning effectively. • Additional intervention session will take place based on gaps/need. • Weekly spelling results will reflect an increase in spellings being spelt accurately and these are being spelt accurately in books. • Increase in the % of children able to spell age related words correctly
C.	Improve outcomes in writing especially KS2 girls eligible for PP funding through implementation of a new writing curriculum based on quality texts to nurture the enjoyment of writing.	• Regular opportunities for children to write cross curricular and linked to quality texts. • Teachers will give precise feedback for children to respond to. • Teachers will use accurate formative/summative assessment to adapt teaching to the needs of the children.
D.	Social & Emotional issues for children eligible for PPG will be reduced through tailored	• Increased levels of self-regulation identified amongst

	provision and measured through the use of SDQ questionnaires and Boxall Profiles.	children with SEMH vulnerabilities
		• Emotional issues for these pupils will be addressed and they will be making progress both socially and emotionally.
		• Referrals made to outside agencies to support emotional or behavioural difficulties where necessary.

5. Planned expenditure

Academic year	2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher percentage of PPG children achieving age related expectations (ARE) at the end of the academic year	- Target setting for 2019-20 clearly identifies children who must achieve ARE or above ARE based on EYFS or KS1 data. - Quality first teaching which identifies target children - Staff utilise spot on marking to give children immediate feedback within lessons to deepen and secure children's understanding. - Targeted interventions 1:1 tuition - Same day interventions to address misconceptions at the point of teaching and learning. - Use of HLTA when not covering classes across the school to support children eligible for PP providing support in class/ interventions.	- Sutton Trust and NfER emphasise the importance of 'quality first teaching' to all children but additionally stress the disproportionate effect on PP children. Research shows that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning with PP children greatly affected by poor quality teaching. - Evidence shows that the progress of disadvantaged children is at its greatest when they have an outstanding teacher. - Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, Independent learning approaches including feedback, peer tutoring, collaborative learning, and metacognition strategies, provide powerful ways to raise pupil attainment. EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. This is an approach to avoid identified children who are at risk of falling behind because of absences due to medical appointments remain on track to meet ARE. - Evidence shows that intervention is more effective when delivered immediately following	- Teacher performance management in Autumn 2019 to target % of children to meet ARE and above. - Lesson observations by SLT show high quality teaching and learning in all classes. - Focus on individual progress and attainment rates through half termly pupil progress meetings. - Well planned interventions and well trained TA's to deliver the intervention ensure quality provision. - Book scrutinies	SLT Class teachers	Half termly review of progress and attainment Half termly Assessments evaluate impact of intervention.

		learning input.			
		Total budgeted cost			£500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve spelling across KS1 and Lower KS2 and the % of children achieving ARE in Spelling strands of Writing.	• Discrete spelling sessions timetabled with additional individual and small group sessions to target focus pupils • Purchase Spelling scheme/ APP for use by individuals/small groups/whole class to improve spelling of statutory and non-statutory words. • Raise the profile of spelling across the school.	• Analysis of writing data shows that attainment in writing was affected by spelling objectives not being achieved.	• Increased % pupils achieving ARE spelling objectives and achieving age-related scores on standardised tests. • Reduced number of spelling errors within daily written work	English Lead Class Teachers SENCo Support Staff	Half termly

Improve outcomes in writing across the school for children eligible for PP funding through implementation of a new writing curriculum based on quality texts	• Monitor the implementation of the new writing curriculum. • Girls writing group to foster the love of writing. • Ensure the child initiated approaches adopted in EYFS and KS1 promote plentiful writing opportunities in all areas of the indoor and outdoor environment.	• Analysis of data shows that attainment and progress in writing across the school is lower than in reading and maths. • Children's feedback indicated that writing was their least favourite subject. • EEF Improving Literacy 2017 guidance, reports the teaching of writing should be through: Modelling and supporting practice, extensive practice of transcription and sentence construction and high quality and structured targeted support to help pupils who are struggling with Literacy. • Research shows that children from affluent backgrounds have a significantly wider vocabulary on entering school than those from lower income/ disadvantaged backgrounds.	• Rigorous regular monitoring. • Cross-federation moderation in writing will allow leaders to evaluate the impact of strategies. • Learning walks, work scrutiny, data analysis and lesson observations. • Half termly focused Pupil Progress meetings.	SLT and English Subject leader	Half termly review of progress and attainment through Pupil progress meetings Learning walks Book scrutiny
Emotional issues for children eligible for PP particularly those vulnerable pupils and pupil groups	• Identify pupils who need emotional support. • Class teacher to engage with parents before intervention begins. • Use of targeted emotional support from specialist staff member and external professionals	We want to support the pupils' social emotional needs alongside their learning needs which is recognised in the DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice research report as a recognised pathway to raising the attainment of disadvantaged pupils. NFER suggest that in order to support children's learning emotional support needs to be provided to address any underlying issues. On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) according to the EFF Toolkit.	• The use of the Strength and Difficulty Questionnaires will help to reveal the main emotional issues for the child and help us target the right intervention. Progress will be measured through the use of Strength and Difficulty questionnaires. • Staff CPD • Monitor behaviour but also monitor whether improvements in the children's emotional development translate into improved attainment. • Review of strategies in the child's Individual Provision Plans (IPPs)	TK/DB	Start and end points of intervention measured

| To increase parental involvement in education | Whole school use of online Seesaw app to engage with their children's learning

Open classroom mornings

Attendance at parent consultations | Nfer and EEFT toolkit show a direct link between raising parental involvement in schools to increased attainment of disadvantaged students. The evidence emphasises that it is important for schools to engage with parents in a variety of ways, rather than restricting contact to formal parent–teacher meetings. As a school we use a free app (SeeSaw) that allows parents to engage in their child's learning and are notified when information about their child's learning is uploaded to their child's profile as a way of engaging parents in their children's learning. In addition we hold open classroom drop ins where parents can learn alongside their children and have the opportunity to see class work. Parent's involvement and feedback increases pupils self-esteem and confidence. | • Parents of children eligible for PP will be invited by class teacher to enrol to the class Seesaw page.
• Parental engagement on the class page of children eligible for PP will be monitored.
• Parents have the opportunity to comment on their children's work through the app demonstrating engagement and involvement in their learning.
• Children eligible for PP work to be regularly shared through the Seesaw app.
• Open morning classrooms planned to fit around parents' schedules.
• Use of text messages sent to PP families to remind them of school events in addition to usual school communication.
• Attendance at parent consultations and open classroom sessions monitored. | PP lead Class teachers | Half termly |

Attendance rate of 96% achieved	Office staff to monitor children and follow up absences quickly.	Current practices have reduced persistent absenteeism. It remains a high focus as a school to maintain excellent attendance for all pupils in school. *"Previous attendance records for 2016 showed that particular groups of pupils were persistently absent more often than was the case nationally, and these included disadvantaged pupils and those who have special educational needs and/or disabilities. Scrutiny of current and recent attendance records and discussions with yourself demonstrated a significant improvement in attendance since 2016 and the reduction of persistent absence to nil for all groups. Leaders and staff have been highly effective and determined in their work to reduce absence."* (Stondon Lower OFSTED report 2017)	Attendance of vulnerable groups is monitored and tracked Office staff made aware of existing absence issues and parents will be notified if absences are below the expected percentage. Attendance will be at least 96%	SG	Daily
		Total budgeted cost			£20,315

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment activities	Where necessary, provide funding and encouragement for children eligible for pupil premium to attend	● Parent voice has shown that this has been popular and effective strategy. ● The life experiences of some children are limited. Enrichment is a pathway to engagement,	Listen to parents views. Early identification of need by all Staff, Monitoring of participation in	SLT	On going

	residential visits, educational visits and to take part in enrichment activities at school including music tuition and theatre trips.	aspiration and therefore raised attainment. Exposure to a wider range of experience will enhance vocabulary, knowledge and enjoyment of learning. • In the past there has been a positive effect on soft outcomes for children across the school including an improvement in a growth mindset and self-confidence. We do not want any of our children to be disadvantaged because of financial circumstances.	enrichment activities.		
Specific resources to support individual pupils identified needs	To provide essentials that are needed to support and enrich individual pupils.	To maximise all children's potential to reach their age-related expectations in reading, writing and maths, we have set aside an allocated amount to purchase resources which we feel will benefit the needs of individuals to support or enrich their learning. In the past we have seen a positive impact from this approach.	Tracking Attainment Data. Scrutiny of work	SLT	On going
				Total budgeted cost	£500