



Banks St Stephen's CE Primary School

Pupil Premium Strategy 2018 -2019

Summary Information					
School: Banks St Stephen's CE Primary School					
Academic Year	2018/19	Total PP budget	£66700 estimated	Date of most recent PP Review	September 2018
Total number of pupils	173	Number of pupils eligible for PP	37	Date for next internal review of this strategy	March 2019
Headline Outcomes at Statutory Assessment Points in July 2018					
End of Key Stage 2 in 2018					
There were 9/17 children who were entitled to the Pupil Premium grant 44% met the expected standard in Reading, 56% in Writing, 67% in Maths and 56% in GPS					
End of Key Stage 1 in 2018					
There were 8 children who were entitled to the Pupil Premium grant 50% met the expected standard in Reading, 38% in Writing with 13% at Greater Depth and 50% in Maths with 25% at Greater Depth					
Year 1 Phonics Screening Check in 2018					
There were 4 children who were entitled to the Pupil Premium grant 3/4 (75%) met the expected standard in the Phonics Screening Check					
EYFS in 2018					
There were 4 children who were entitled to the Pupil Premium grant 2/4 achieved a GLD at the end of Reception					
Attendance and Punctuality for the whole Pupil Premium Group 2018					
Attendance for the whole Pupil Premium group for 2017- 2018 was 94.2%, compared to 95.53% for the whole school Punctuality for the whole Pupil Premium group was not identified as an issue apart from 3 identified pupils					

Wider Opportunities in 2018/2019

The Pupil Premium grant will be used to subsidise a residential holiday for identified pupils

The Pupil Premium grant will be used to pay for all pupils to attend trips relating to curriculum studies

The Pupil Premium grant will be used to fund music tuition for identified pupils

Next Steps in 2018/2019

Further develop the role of the Pupil Support Manager

Further develop the role of the PPG Governor and PP Champion

Embed Growth Mindsets

Train staff to support children's mental health

Continue to enrich the curriculum by providing opportunities to participate in visits, extra-curricular activities

Subsidise the cost of the school residential for children receiving PPG

Likely barriers to future attainment (for pupils eligible for PP regardless of prior attainment or ability)

I = in-school barriers E = external barriers

A.	Lesser key skills in Reading, Writing & Maths for some children eligible for PP hold back accelerated progress needed to close the attainment gap (I/E)
B.	Oral language and phonics skills are less developed for EYFS/KS1 children and this impacts on Reading and Writing outcomes (E/I)
C.	Less-developed resilience, metacognition and self-regulation in learning leading to issues such as poor concentration skills, low self-esteem, low confidence, poor social and emotional competencies as well as poor organisational skills. (I/E)
D.	A proportion of pupils eligible for PP require multi agency support to meet their complex social and emotional needs at home. Therefore associated issues impact on learning. (I/E)
E.	Reduced home learning and support, with narrower or alternative cultural experiences (E/I)

Desired Outcomes

Success Criteria

A.	A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.	<ul style="list-style-type: none"> Data reflects diminishing difference between PP and Non PP groups in R, W & Ma. Work scrutiny reflects key GPS skills being applied in a range of writing. Progress in R, W & Ma over time for PP pupils is closer to national averages.
B.	Targeted pupils in EYFS/KS1 have improved oral skills and phonics skills and are able to apply them to their Speaking, Listening, Reading and Writing.	<ul style="list-style-type: none"> Tracking shows an increase in outcomes of GLD, particularly CLL. Tracking shows an increase in outcomes of the phonics screening. Targeted pupils make expected progress in Reading & Writing.
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> Monitoring including work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.

		<ul style="list-style-type: none"> • <i>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</i> • <i>Improved scores are evidenced on Boxall Profiles.</i> • <i>Pupils working with the Pupil Support Manager make at least expected progress (removal of barriers to learning).</i>
D.	Address social and emotional issues through the use of outside agencies (TAF meetings) and Pupil Support Manager as well as carrying out weekly interventions with identified children	<ul style="list-style-type: none"> • <i>Pupils better able and equipped with skills to change their behaviours/ responses to situations</i> • <i>Monitoring shows increased engagement/impact with early intervention and outside agencies</i> • <i>PAQ and parent consultations reflect targeted pupils improved attitudes to learning/life.</i> • <i>Outcomes show targeted pupils are making at least good progress in RWM and a narrowing of the attainment and progress gap.</i>
E.	Increase levels of parental engagement and provide additional resources to enable them to support home learning; extend cultural experiences in and beyond school.	<ul style="list-style-type: none"> • <i>Greater proportion of PP children completing homework.</i> • <i>Higher attendance rates for PP parents at parents' evenings.</i> • <i>More parents accessing resources to support homework on e.g. school website , My Maths (questionnaire results)</i>

Expenditure – Pupil Premium Funding £66700 estimated

2018 - 2019

The 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.

Quality of teaching for all – ACADEMIC OUTCOMES				
Desired Outcome	Chosen Action/Approach (with staff lead and estimated cost)	What is the evidence and rationale for this choice?	How will you measure the Intended impact (Dec 18, Apr 19, July 19)	Actual Impact and next steps
A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment difference is narrowed. (A-E)	High quality feedback and marking making excellent use of AfL (SK, MM, MR, EM) Review policy and implement £500	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils	Work Scrutiny Pupil Attitude Questionnaires Observation/Learning Walks Data Analysis and Pupil Progress Meetings	<p style="text-align: center;"><u>Review by new Headteacher October 2019</u></p> <p>Feedback and marking policy revised by SLT and teachers Dec 2019. Will be reviewed in Spring term to check impact on progress and also to consider teacher workload.</p> <p>2019 end of Summer summative assessment results have been fed back to teachers and TA's.</p> <p>Teachers and TA's have been shown the attainment and progress of PP children in EYFS and Y1-Y6 in comparison with National</p>
	Continue Phonics/Spelling groups four times per week and daily reading and number time in class (SK, MM, MR, EM) £2500	EEF reflects significant gains in progress for pupils working in small groups EEF shows Phonics intervention can support an additional 4 months progress The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies	Support Provision mapped during Pupil Progress Meetings Learning Walk focus for subject leaders to monitor and feedback to SLT Data analysis Lesson Drop Ins Discussions with pupils	
	Intervention groups organised for English Reading, Writing and Grammar and Maths (MM)	EEF reflects significant gains in progress for pupils working in small groups (research suggests + 4 months)	Support Provision mapped during Pupil Progress Meetings Intervention in place for	

	<p>To target specific children who need booster support to embed learning.</p> <p>£3000</p>	<p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>identified pupils</p> <p>Learning Walk focus for subject leaders to monitor and feedback to SLT</p> <p>Data analysis</p> <p>Work Scrutiny</p> <p>PAQs</p>	<p>data.</p> <p>With the agreement of staff and governors, new assessment procedures are being introduced December 2019 for Reading and Maths in Y1-Y6.</p>
	<p>1:1 English and Maths support (MM)</p> <p>£4000</p>	<p>EEF reflects significant gains in progress for pupils accessing 1:1 support (research suggests + 5 months)</p> <p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>Support Provision mapped during Pupil Progress Meetings</p> <p>Interventions in place (Precision Teaching)</p> <p>Learning Walk focus for subject leaders to monitor and feedback to SLT</p> <p>HT observations</p> <p>Data analysis</p> <p>Work Scrutiny</p> <p>PAQs</p>	<p>Writing will be moderated in local cluster.</p> <p>Assessments in Y1,3,4 and 5 in 2018-19 were teacher assessed. Internal data records indicate that the evidence of impact of PP funding on attainment and progress was inconclusive.</p> <p>It was very difficult to measure impact with any certainty based on the data which had been collected.</p> <p>Therefore I have looked at the end of KS2 unvalidated SATS results for 2019.</p>
	<p>Weekly teacher focus groups for reading and writing (MM)</p> <p>£5000</p>	<p>The school believes that if we provide high quality study support to targeted pupils it will have an impact on their outcomes</p>	<p>Support Provision mapped during Pupil Progress Meetings</p> <p>Learning Walk focus for subject leaders to monitor and feedback to SLT</p> <p>HT observations</p>	<p>New HT is currently feeding back to staff and governors re: progress and attainment of PP children.</p>

			Data analysis Work Scrutiny PAQs	Phonics workshops will be held Spring 2020. From February 2019, PP funding was spent on booster classes for Y6. The classes, which were after school, were run by the Y6 teacher and experienced teachers, including the HT. The impact of these booster sessions in reading and maths was significant. The maths sessions took place every week and the vast majority of children attended regularly. Textbooks/workbooks were used which children took home and did extra homework. Profile of the sessions was high – children were expected to attend and given a folder – they also completed homework. Groups were differentiated. Enjoyment was high and children looked forward to the classes.
	Phonics/Reading/Handwriting training for parents so they can support their children at home (EM) £500	EEF suggests that improved parental involvement can have a beneficial effect (research suggests + 3 months)	PAQ Parental Questionnaires	
Targeted pupils in EYFS/KS1 have improved oral skills and phonics skills and are able to apply them to their Speaking, Listening, Reading and Writing. (B)	To target specific children who are struggling with Basic Skills and to provide support for children not well supported at home with reading regularly at home, practising spellings, times tables and number bonds. (EM, MM) £3000	EEF reflects significant gains in progress for pupils accessing 1:1 support (research suggests + 5 months)	1:1 support for identified pupils/groups for Intervention (Precision Teaching and Talk Boost) Data analysis Work Scrutiny PAQs	
Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths. (C)	To enable specific children to engage with their peers both in the classroom and on the playground to ensure good behaviour for learning. (SK) £7500	EEF research suggests that improving metacognition and self-regulation can have a highly beneficial effect (+ 8 months)	Booster classes and Social Skills workshops Boxall Profiles Data analysis Work Scrutiny PAQs	

				<p>Next steps:</p> <p>Look to repeat the lessons learned from the high degree of impact of Y6 maths booster sessions. Delivery of reading booster sessions was equally rigorously planned but sessions were not as regular and impact was not as great. Reading sessions took place at lunchtimes, which was not so good a slot as after school.</p> <p>Phonics training has been arranged for all teacher and TA's 4.11.19</p>
<p>Address social and emotional issues through the use of outside agencies (TAF meetings) and Pupil Support Manager as well as carrying out weekly interventions with identified children (D)</p>	<p>To target specific children who have been identified as in need of early intervention and support and to provide that support for the children and their families (SK)</p> <p>£15000</p>	<p>EEF research indicates that moderate impact can be expected from social and emotional approaches (+ 4 months)</p>	<p>Pupil Support Manager records of intervention and support</p> <p>Boxall Profiles</p> <p>Data analysis</p> <p>Work Scrutiny</p> <p>PAQs</p>	<p>The pupil support manager is currently absent.</p> <p>Impact will be assessed with more accuracy when the PSM returns from long term sick leave.</p>

<p>Increased resilience in learning</p> <p>Barriers to learning have been reduced</p>	<p>Curriculum Enrichment (MR)</p> <p>£2000</p>	<p>Ofsted's guide "The Pupil Premium" (Jan 2013) identified: The full range of educational experiences in their top ten of "Gap Busters" identify the levers for improvement so that all pupils have full access to broad educational experiences.</p>	<p>Monitoring of activities to ensure targeted pupils can access all opportunities</p> <p>Data analysis</p> <p>PAQs</p>	<p>Next steps: See Curriculum Intent Statement</p>
<p>Increased resilience in learning</p> <p>Barriers to learning have been reduced</p>	<p>Development of Growth Mindset (MM)</p> <p>Support for Pupils Mental Health (AT)</p> <p>£2500</p>	<p>The school recognises that the emotional health and well being of pupils is the key to being a successful learner therefore we have identified the need to provide pupils with the skills to be confident, resilient learners.</p> <p>EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.</p>	<p>PAQ results reflect impact</p> <p>Update meetings with HT</p> <p>Boxall Profiles</p> <p>Staff feedback</p> <p>Learning Walks/Observations</p> <p>Data Analysis</p> <p>Pupil Progress Meeting observations</p>	<p>Whole staff training on Growth Mindset (one session in house with MM and one session of external training). Attachment training Summer 2019 with follow up Autumn 2019.</p> <p>Impact: Teachers have greater awareness of attachment issues and mental health. They can take account of this in their planning.</p>
<p>Dependent on number of children taking up opportunities and trips planned (E)</p>	<p>To enable all children to take part in trips and residential so that they can improve certain skills such as leadership, team work, and independence.</p> <p>To provide opportunities for children to have the benefit of experiences they may not otherwise have. (SK)</p> <p>£5000</p>	<p>EEF research suggests that participation in outdoor adventure learning leads to moderate wider learning gains (+ 4 months)</p>	<p>Enrichment Opportunities – subsidised cost of trips and residential</p> <p>Registers of extracurricular activities show PP children are accessing enrichment opportunities</p> <p>Questionnaires</p>	<p>All trips and residential for PP children were subsidised up to 100%.</p> <p>Next steps: Record which PP children are accessing enrichment activities.</p>

Dependent on need for service (D)	To improve attendance and support families through extended services. (AT) £500	DfE /NfER research in 2015 identifies attendance as a key issue for schools to tackle if they are to improve outcomes for PP children.	Free access to Out of School Provision – monitor registers Support in place for identified families through PAST	Next steps: Record which PP children are accessing wraparound care.
Develop strategic leadership of Pupil Premium so that: Increase attainment in R & W Increase resilience in learning Barriers to learning have been decreased	Position of PP Champion and PP Governor to be developed through support and training (SK) £1500	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the champion and the Governing Body can ensure interventions are put in place rapidly if a pupil's progress slows, data is analysed and reported to all stakeholders, and the main barriers to learning are identified.	Reports at termly SEC produced and shared with Govs Learning Walks/scrutinies PP champion and PP Governor have worked with HT to implement strategy and actions Data analysis and Pupil Progress meeting observations	Next steps: continue to report to SEC committee and full governors. Ensure that reports to governors are clear on the impact of spending Analyse data of PP children and share with all teachers and teaching assistants in order to improve monitoring and evaluation.
Total to be calculated at the end of the academic year	£52500 Actual funding £66700 – additional money to be used where need identified			From September 2019 Governors have requested that PP spending is tracked more transparently within the school's finance reporting systems.