**Enquire Learning Trust:** Pupil Premium Strategy Statement

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| 1. **Summary information**
 |
| School | Stokesley Primary Strategy |
| Academic Year | 2018/19 | Total PP budget | £132,980 | Date of most recent PP Review | June 2019 |
| Total Number of Pupils | 220 | Number of pupils eligible for PP | 98 (45%) | Date for next review of this strategy | June 2020 |

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| **2. Current Achievement** |
| **End of KS2 Pupils** | **Pupils Eligible for PP** | **Pupils not eligible** | **GRT Pupils** |
| **ARE** | **GD** | **ARE** | **GD** | **ARE** | **GD** |
| % achieving ARE +/ GD in Reading | 50% | 20% | 82% | 32% | 50% | 0% |
| % achieving ARE +/ GD in Writing | 40% | 20% | 82% | 29% | 50% | 0% |
| % achieving ARE +/ GD in Maths | 70% | 20% | 89% | 25% | 50% | 0% |
| % achieving ARE +/ GD in Reading, Writing, Maths combined | 40% | 20% | 75% | 21% | 50% | 0% |
| % making at least expected progress in Reading | 70% | 79% | 50% |
| % Making at least expected progress in Writing | 70% | 89% | 50% |
| % Making at least expected progress in Maths | 90% | 89% | 50% |
| **3.Barriers to future attainment (for eligible for PP)** |
| **In-school barriers**  |
| **A** | Low levels of speech and language at the starting point |
| **B** | Engagement with Reading/developing fluency |
| **C** | Parental illiteracy and print free home environments/ weak engagement of families from area of deprivation |
| **External Barriers** |
| **D** | Attendance( Poor attendance identified from two groups. GRT and social housing |
| **Desired Outcomes** | **Success Criteria** |
| **A** | % increase in disadvantaged pupils achieving ARE and GD in Reading, Writing and Maths |  |
| **B** | % increase in pupils from disadvantaged backgrounds making expected progress |  |
| **C** | Increase in proportion of disadvantaged pupils making GLD in EYFS |  |

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| **6.Planned Expenditure**  |
| **Academic Year** | **2019/20** | **£130,000 (Approx)** |
| **Quality Teaching For All** |
| **Desired Outcome** | **Chosen Action** | **What is the rationale for this choice?** | **How will we ensure it is implemented well?** | **Staff Lead** | **When will actions be reviewed?** |
| Increase proportion of boys achieving GLD at end of Reception | Increased focus on Writing for boys in EYFS | End of Reception in 2019 43% of boys made GLD. (100% girls) Overall GLD 76% | Weekly monitoring and communication with parent group | LG | Ongoing 2019/20 |
| Increase % of pupils attaining Phonics pass at KS1 | Focus upon phonics teaching and learning linked to PA pupils | PA pupils in cohort X6. All boys. All children failing to reach GLD were PA boys. | Ongoing monitoring and planned actions from class teacher | LC | Ongoing 2019/20 |
| Raise percentage of PP pupils achieving ARE and GD in Writing across the school | Focus upon expectations and celebration of pupil writing outcomes | 40% PP pupils making ARE at KS2 Sats 2019 | Work scrutiny and monitoring aligned in Monitoring and evaluation schedule. | TESLT | Dec 2019April 2020 |
| **Targeted Support** |
| TAs targeted to release teachers or deliver teaching to PP groups | TAs to release teachers for targeted work and deliver interventions when required. | Key groups identified in Year four (KS1 2018 cohort). Bespoke approach required to high need group. 70% FSM) | Key planning meeting weekly. Focussed TA deployment with specialist staff. | SENDTELS | Ongoing SLT monitoring |
| Support for pupils with SEMH issues. | Referral to CLOKCSA focus families | Strong correlation between PA, PP underperformance and SEMH | CSA to refer and monitor target pupils. | CSA | Ongoing |
| SENDco and CSA release to support families in need. | SENDCo release time.CSA Multi-agency liason | As Above | Pippy meetings and monitoring of planned actions.!/2 termly review of CSA action plan. | CSASEND | Ongoing |
| **Other Approaches** |
| Attendance Monitoring allows for early targeted intervention of PA pupils | Ongoing daily monitoring and communication | Continuing issues of “easy absence”. Maintain high profile of expectations to target families in identified area. | Continual monitoring and communication system | CSA | Daily |
| Curriculum development | Further development of Book based themes and celebratory events. | Engagement of pupils and families encourage by celebratory events with identified families targeted. | Termly curriculum events scheduled for all classes. | SLT | Termly monitoring of engagement levels. |
| Breakfast Club and Foodbank. | Financial commitment to the implementation of the breakfast facility. | Implementation in 2018/19 had positive impact of pupil and parent engagement levels and consequently attendance of targeted families | TAs deployed and CSA monitoring of attendance levels within facility.CSA identification of need within community for foodbank access | CSA | Termly monitoring |
| PARTS | Development of system of celebration of engaged pupils. | Reports from community that the postcard reward system raises self-esteem of targeted group | Review 2018/19 use. Review also Mentoring systems to link to system.Review assembly rota and foci | SLT | Easter 2020 |
| Enrichment support | Target financial support and encouragement to PP pupils  | Key pupils who are consistently PA show lack of engagement in curriculum enrichment activities. | Pupil progress meetings will involve focus upon engagement beyond the classroom. | All staff | Ongoing Sept-Dec-March |
| 7.Review of expenditure |
| Previous Academic Year | 2018/19 |  |  |  |  |
| **Quality Teaching for all** |
| **Desired Outcome** | **Chosen Action** | **Impact** | **Lessons learned** | **Cost** |
| Increase in PP pupil attainment at KS1 and KS2 | Booster sessions and targeted small group teaching | Pupil engagement high. Increase in attainment of ARE and GD in KS1 and KS2 | Targeted intervention within the classroom as effective as Booster external input. |  |
| Reduce PA of PP group. | Daily monitoring and actions | Reduction in number of PA pupils across the year. | Attendance issue is focussed upon area of social housing as much as GRT. Intervention and actions need to be targeted at high need pupils in order to impact upon PA issue. |  |
| Increase % attainment of ARE and GD in Writing | Focus on Writing (Maths KS2) expectations and development of best books. (Focussed TA support at KS2) | KS1 Writing 75% (13%)KS2 76% (32%)Increase in FSM making ARE and GD in Writing. | Targeted approach needs to be sustained and monitoring and planned actions ongoing across the year. | £92,000 |
| **Targeted Support** |
| **Desired Outcome** | **Chosen Action** | **Impact** | **Lessons Learned** | **Cost** |
| Increased ARE at KS1 and KS2 | TA allocated time to PP and to release staff for intervention | Increase in PP attaining ARE and PP | Mixed ability groupings more effective than PP focus groups particularly with pupils who have no other identified vulnerabilities. |  |
| Increased GD in Reading | Focus on GD in booster classes | Maintained high GD % at KS2 | Need for ongoing sustained focus upon HA pupils. |  |
| Improved attendance of FSM cohort | Direct actions aimed at area of deprivation.Engage with actions from secondary phase | Reduction in PA numbers.Increase in overall attendance by 1% | Improvements more impacting upon FSM geographic group. GRT improvements seasonal and more difficult to maintain | £36,000 |
| **Other Approaches** |  |
| **Desired Outcome** | **Chosen Action** | **Impact** | **Lessons Learned** | **Cost** |
| Improved family engagement | Curriculum events | Improved all round engagement. Emphasis on the “harder to engage” group. | Reduction in TA hours has impact upon pastoral community face on playground. Need for considered deployment to enhance community cohesion |  |
| Increased pupil engagement beyond the curriculum. | Financial support for enrichment activity. | All pupils able to access extra events and enrichment |  | £2000 |
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| **Documentation to support Rationale and Impact statements.*** Context of Year Groups 2017-2019
* Attendance geographic location
* Progress for PP pupils 2018/19
* 2019/20 PP Provision map
* Summary of Plan impact EYFS/KS1/KS2
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