# Stakesby Primary Academy Pupil premium strategy statement

**Principles**

 At Stakesby Primary Academy:

* We ensure that teaching and learning opportunities meet the needs of all pupils.
* We ensure that appropriate provision is made for pupils who belong to groups known to be vulnerable to underachievement. This includes addressing and providing for:
  + Socially disadvantaged pupils
  + High mobility pupils, notably from Armed Forces families, but also including families where a parent/carer may work away for long periods on trawlers or rigs.
  + Pupils who are not looked after by their birth family.
* We recognise that not all pupils who receive Pupil Premium Funding will be socially disadvantaged.
* Likewise, not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium Funding. (We aim to provide additional support as necessary for these children from the school’s delegated budget and not from Pupil Premium Funding).

**Allocation**

* Pupil Premium Funding is allocated following a needs analysis completed on a pupil by pupil basis.
* Oversight of Pupil Premium allocation is via a named Governor (Mrs N Thornton) in conjunction with SLT (Head: Mr R Gunning, Deputy: Mrs H Tillson, SENCo: Mr A Meynell)
* Allocation, organisation and impact are monitored closely.

**Provision**

Each child’s needs are different, so we draw on a ‘menu’ of support aimed at three possible outcomes:

1. To raise attainment and achievement through ensuring quality teaching for all pupils - aimed at accelerating progress and moving disadvantaged children to at least the same levels as their peers, typically in Maths and English.
2. And/or to support the social, emotional and behavioural development of our children.
3. And/or to enable children to access wider curriculum activities or tuition that enhance and enrich their school experience. eg musical groups, tuition or additional sport groups.

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
|  | | On entry to school, essential skills and experience are typically below expectations for their age for the majority of pupils, especially in language. | |
|  | | Children’s ambitions and aspirations may be limited by poor access to wider cultural experiences due to low income or lack of opportunity. | |
|  | | Children’s ambitions and aspirations may be limited by low income and/or low family expectations. | |
| **D.** | | Nearly half current PP pupils have attendance below 95% with 11% below 90%. This is directly linked to unauthorised holidays taken during term time, which is directly linked to cheaper costs for families on low incomes, even considering the accompanying fines.  Nearly a fifth of PP pupils are persistently late (over 10 occasions per year). | |
| 1. **Desired outcomes** | | | **Success criteria** |
|  | Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally, especially in language. | | For 2018-19, percentages will meet or exceed national scores for attainment and/or progress for other pupils at:  - end of EYFS  - Phonics screening check  - end of KS1  - end of KS2 |
|  | Children’s ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience. | | Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the ‘taught’ curriculum. |
|  | Children’s ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment. | | Disadvantaged pupils are expected to achieve as highly or make at least similar progress to other pupils.  Effort and attitude are emphasised as key factors in success (Growth Mindset) |
|  | Attendance improves for all families with particular reference to disadvantaged families – holidays are taken during designated school holidays.  No pupil is persistently late, with particular reference to disadvantaged families. | | For 2018-19,  - no PP pupils have attendance below 90%.  - no PP pupil is persistently late |

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| 1. **Review of Spending** | | | | | | | | |
| **Academic Year** | **2017-18** | **Total PP budget** | **£67,682** | | **Date of most recent PP Review** | | | **July 17** |
| **Total number of pupils** | **183** | **Number of pupils eligible for PP** | **47** | | **Date for next internal review of this strategy** | | | **Dec 17** |
| 1. **End of academic year achievement** | | | | | | | | | |
| **End of KS2 pupils ( 5 pupils)** | | | | *Pupils eligible for PP (our school)* | | | *Pupils not eligible for PP (national avg)* | | |
| **% achieving ARE +/ GD in reading (1 pupil did not take SATs – is included in these figures)** | | | | **80% (ARE)** | | **40% (GD)** | **Not yet avail Oct 18** | | |
| **% achieving ARE +/ GD in writing (1 pupil did not take SATs – is included in these figures)** | | | | **60%** | | **20%** | **Not yet avail Oct 18** | | |
| **% achieving ARE +/ GD in maths (1 pupil did not take SATs – is included in these figures)** | | | | **80%** | | **20%** | **Not yet avail Oct 18** | | |
| **% achieving ARE+/ GD in reading, writing & maths combined (as above)** | | | | **60%** | | **20%** | **Not yet avail Oct 18** | | |
| **Progress score in reading (1 pupil did not take SATs – is included in these figures)** | | | | **+2.5** | | | **Not yet avail Oct 18** | | |
| **Progress score in in writing (1 pupil did not take SATs – is included in these figures)** | | | | **-0.7** | | | **Not yet avail Oct 18** | | |
| **Progress score in in maths (1 pupil did not take SATs – is included in these figures)** | | | | **-0.8** | | | **Not yet avail Oct 18** | | |
| **End of KS1 pupils (9 pupils)** | | | | *Pupils eligible for PP (our school)* | | | *Pupils not eligible for PP (national avg)* | | |
| **% achieving ARE +/ GD in reading** | | | | **78%** | | **0%** | **Not yet avail Oct 18** | | |
| **% achieving ARE +/ GD in writing** | | | | **67%** | | **0%** | **Not yet avail Oct 18** | | |
| **% achieving ARE +/ GD in maths** | | | | **78%** | | **11%** | **Not yet avail Oct 18** | | |
| **% achieving ARE+/ GD in reading, writing & maths combined** | | | | **67%** | | **0%** | **Not yet avail Oct 18** | | |
| **% working at or above standard for phonics screening check – Y1 (7)** | | | | **57%** | | | **Not yet avail Oct 18** | | |
| **% working at or above standard for phonics screening check – Y2 (9)** | | | | **89%** | | | **Not yet avail Oct 18** | | |
| **End of Early Years Foundation Stage ( 3 pupils)** | | | | *Pupils eligible for PP/LAC (our school)* | | | *Pupils not eligible for PP (national avg)* | | |
| **% meeting Good Level of Development** | | | | **33%** | | | **Not yet avail Oct 18** | | |

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| 1. **Review of expenditure** | | | | | | |
| **Previous Academic Year 2017-2018** | | | **Total Spend available : £67,682** | | | |
| 1. **Quality teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact** | | **Lessons learned** | | **Cost**  **£20,000** |
| ‘Establish quality teaching’ through shared professional learning | Continue to develop high levels of professional dialogue incorporating opportunities to question and challenge- through use of staff ‘blogs’,  Professional Development meetings, pupil progress accountability. | The professional culture that has developed because of this coaching and mentoring approach has led to a staff team that are reflective of their practice and not afraid to try out new approaches in a drive to ensure that our children become the best that they can be.  Honest and frequent constructive feedback is built into the system so that there is a constant focus on improvement.  All staff have knowledge and ownership of School Development priorities. | | This continues to be a successful and innovative approach to Professional Development that is now a strength of the school. Other schools and academies have shown interest in and/or are adopting this approach.  Our next step is to broaden this approach to develop it with our pupils. | |  |
| ‘Instil accountability for raising attainment at all levels.’  ‘All staff to use data effectively and make evidence-based decisions’  ‘Allocate time for joint staff planning and review’ | Class Action Plans continue – teacher completes by identifying individual barriers/actions for each disadvantaged pupil  Professional Development meetings held with SLT termly – teachers held to account for progress – linked to appraisal objectives  Additional release time is used to support joint staff planning and preparation or to support targeted learning with individuals or small groups.  SLT release time is used for monitoring and strategic lead activity | The Class Action plan ensured that staff were very aware of the progress and attainment of disadvantaged pupils and had a highly focused and individual plan in place for each one.  See table 2 above of this review for how this led to positive outcomes for disadvantaged pupils. | | The process is time consuming for staff and overlaps with Individual Provision Maps for SEN children.  A streamlined version for all pupils is planned for 2018-19 for all both targeted groups, which should retain the positive gains from this ‘spotlighting’ approach but is more efficient. | |  |
| ‘Support metacognition and independent learning’  ‘Ensure Assessment for Learning systems are embedded’ | Staff training in ReflectED programme, followed by implementation in weekly sessions.  Pupils’ ‘Record of Achievement’ compiled and introduced – used as a basis for discussions about learning and progress with pupils and families.  Pupil ‘I Can’ objective sheets for Reading, Writing, Maths now fully embedded and routinely used to support learners’ own knowledge of current attainment and next steps  Participation in the SLSS/EVA research project ‘Developing Challenging Learning Conversations’ – to train staff to develop learning vocabulary amongst learners. | This development moves the school from level 2 of the NFER pathway (Intermediate) to level 3 (Embedded).  Introducing and embedding a culture of Growth Mindset and Metacognition has enhanced an already positive ethos. Learners from all backgrounds have developed the tools to improve progress in their learning and we have seen significant improvements in attitude, progress and achievement – with some remarkable transformations. | | Our current Vison statement is due for review this year. With the introduction of Growth Mindset, we now have a multitude of rules, values, attitudes and aims that have become difficult to keep in mind.  The review will aim to simplify this down to the essential messages we want to work with. Central to our work is the urgent need to ensure disadvantaged children have equal access to the chances and opportunities available to their more affluent peers. | |  |
| ‘Further promote ethos of achievement for all’ | The concept of Growth Mindset was introduced through a series of assemblies.  Learning environment is now used to promote positive Growth Mindset messages.  Staff use GM language routinely. |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact** | | **Lessons learned** | | **Cost**  **£41,500** |
| ‘Address individual pupil learning needs’ | A comprehensive suite of interventions is in place to provide bespoke support for targeted children.  Termly meetings with SENCo, family and staff discuss progress/needs of disadvantaged children and appropriate support is identified.  TA provision was enhanced through:  - appropriate CPD  - strategic deployment to support need  - in-class or highly targeted intervention | Of 35 separate intervention packages:  11 for maths, 18 for language, 6 to support SEMH   * 4 had No substantial impact * 9 had Modest impact * 15 had Useful impact * 2 had Substantial impact * 5 had Remarkable impact   Training for Speech and Language, De-escalation, Support for ASD as well as in-house refresher training took place. | | Although interventions have been effective and our well trained TAs are well deployed and skilful, our long-term strategy is to ensure that intensive support early on ensures that there is less need for intervention higher up the school.  We have pursued this strategy in recent years and we are noting less children in intervention groups. | |  |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact** | | **Lessons learned** | | **Cost**  **£6,000** |
| ‘Support pupils’ social, emotional needs alongside teaching and learning strategies’ | - Continuing provision and further training of School Counsellor for individual or small group support | Case studies for pupils that have been allocated time with the counsellor, show that this has supported both their mental well- being and that of the family, and been a positive factor in maintaining pupil outcomes. | | Unfortunately, budget constraints led to a review of additional services being cut. The counsellor’s contract ended December 2017.  The more pressing cases were picked up by other school staff on an ad-hoc basis. | |  |
| - Continuing provision and training of Anti-Bullying Ambassadors (‘The Friendship Team’) incl maintenance of the Anti-Bullying Mark. | Case studies show that all pupils, including disadvantaged pupils, use this additional resource to help with friendship issues or disputes. | | Training of new ambassadors has continued this year but may also be subject to review in the next academic year due to funding issues. | |  |
| ‘Address attendance and behaviour’  To support inclusion/access of PP pupils | - Contributions to pupils with attendance issues to attend Breakfast and After School Clubs  - Contributions to costs for Residential Visits  - Provision of music lessons for PP pupils | Attendance and punctuality of targeted pupils has improved - in individual cases leading to a much more settled start to the day and improved attitude and progress in learning.  No Pupil Premium child that wanted to attend a residential event, was prevented from doing so due to lack of funding.  13 Pupil Premium children were funded to take lessons on a musical instrument | | Most attendance issues are related to term-time holidays, which are directly related to the cost differential with school holidays. Despite robust intervention including fines, this is proving a difficult issue to improve with a small minority of families. | |  |
| **Total cost** | | | | | **£66,500** | |

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| 1. **Planned expenditure** | | | | | | |
| **Current Academic year** | | **2018-2019 Total Spend available: £45,780** | | | | |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  Our overall Pupil Premium strategy is based on the findings from ‘Supporting the attainment of disadvantaged pupils: Articulating success and good practice’ Mcleod et al- DfE/NFER 2015. The seven building blocks set out in the report inform the desired outcome statements below.  Alongside this, we have used the Education Endowment Fund Toolkit to identify and implement approaches and interventions that have evidence to show that they are effective at raising achievement.  This is Year 3 of our 3-Year Pupil Premium development plan (initiated as part of the ‘Achievement Unlocked’ Project 2016-2017 NYCC) so some strategies are already in place and some are building on established good practice. | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will we review implementation?** |
| **A**  Pupil premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally, especially in language. | Support language and numeracy development through provision of learning intervention programmes organised and delivered by a specialist ATA.  Cost £17,000  Support to run Homework club  Cost £1000  Learning and Intervention resources and training.  Cost £5,000    Augment teaching in Y5 and Y4 (high numbers of Pupil Premium) through additional in-class HLTA and ATA hours  Cost £9,000. | | EEF Toolkit Average Gain  Early Years Interventions - +5 mths  Individualised Instruction - +3 mths  One-to-One support - +5 mths  Phonics - +4 mths  Reading Comprehension  Strategies +6 mths  Small Group Tuition - +4 mths  Primary Homework - +2 mths | Interventions are delivered by a specially trained ATA.  Interventions are delivered with fidelity at times and intervals that maximise retention.  Staff and ATA liaise closely so that material can be consolidated in class and progress carefully monitored.  Regular evaluation of progress takes place via SENCo meetings and monitoring. | Andrew Meynell SENCo  Natalie Ventress  ATA- SEN | Termly review with SENCo and named Governor |
| **B**  Children’s ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.  **C**  Children’s ambitions and aspirations are nurtured and encouraged through an ethos that models high expectations for achievement irrespective of background or previous attainment | Provision of a curriculum of enrichment which is accessible to all:  -Support for extra-curricular clubs, resourcing and HLTA hours (Film Club, Computer Animation Club, Art Club, Dance Club, Cricket Club)  Cost £4,000  -Contribution to ensure access to Residential Visits  Cost £4,000  -Contribution to support purchase of uniform  Cost £500  -Provision of music tuition for PP pupils  Cost £1,500  -Provision of Celebration awards  Cost £500 | | EEF Toolkit Average Gain  Arts Participation - +2 mths  Digital Technology - +4 mths  Sports Participation - +2 mths  Outdoor Adventure Lng - +4 mths  School Uniform - +0 mths  Arts Participation - + 2 mths | All staff are aware of disadvantaged children in their class.  Registers are kept for all clubs and activities and analysed to see participation of disadvantaged pupils. These pupils are encouraged to join.  Families are made aware – and school is proactive in checking to find ways to encourage attendance at visits.  Admin staff are proactive in encouraging families to apply for additional funding.  Families are made aware – and school is proactive in encouraging participation. | Jan Baker  Tracey Clayford  Natasha Nelson  Roy Gunning  Roy Gunning | Termly Review with named Governor |
| **D**  Attendance improves for all families with particular reference to disadvantaged families – holidays are taken during designated school holidays.  No pupil is persistently late, with particular reference to disadvantaged families. | Attendance lead officer will continue to:  -monitor closely term time absence and punctuality wprt disadvantaged pupils  -administer attendance protocols incldg fines for unauthorised absence  -maintain relationship with targeted families to encourage maximum attendance and lateness  Cost £3000 | | Robust and proactive monitoring and intervention over recent years has improved attendance and punctuality. Approaches that are informal and targeted on individual families have led to the best outcomes. | Time is dedicated to following this policy.  There is a set protocol and procedure in place to ensure that no pupil is missed.  Actions are preventative and proactive.  Outcomes are reported to Governing Body meetings. | Roy Gunning  Rachel Butler | Half Termly review including by Academy Improvement Committee |
| **Total budgeted cost** | | | | | | **£45,500** |