



## Stoneydelph Primary School

### Pupil Premium Strategy 2020-2021

This Pupil Premium Strategy outlines how our school has spent the Pupil Premium allocation in 2020 – 2021 and how it plans to spend it during the rest of this academic year. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do; the progress that children in receipt of the Pupil Premium are making and the impact this funding is having on these children.

#### Stoneydelph Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals, Service children and Looked After Children at any point in the last six years. Eligible children must be of statutory school age (Reception to Year eleven). Arrangements to pay schools vary between Local Authorities however schools are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to ensure that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment. Our decision on how to use the “Pupil Premium” are based on findings of high quality research and publications as well as OFSTED’s best practice guidelines. These have supported our decision and expenditure in order to make effective use of our Pupil Premium funding.

#### Stoneydelph Beliefs

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to ‘best value principles’ and related to activities which research suggests will make the very best use of the finances available
  - It is important to take a ‘long term view’ to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

#### Pupil Premium Funding 2020 - 2021

Total number of pupils	250
% of pupils currently eligible for Pupil Premium Grant	86
Total amount of Pupil Premium grant per pupil	£1350
Total Amount of Pupil Premium Grant 2020	£116,100

#### Main Barriers to Future Attainment 2020 - 2021

- Lower than expected attainment in EYFS / Year 1 following school closure in:
  - Speech and Language development, Social skills, Independence / Play
- Ongoing development of early phonic acquisition & reading in EYFS, KS1 and KS2
- Ongoing development of Mathematical Reasoning in EYFS, KS1 and LKS2
- The impact of low levels of learning at home during school closure; lower than expected levels of attendance on learning during school opening from June 1st and after reopening of school by identified PP children:
  - Impact of missed learning on attainment of age related expectations in reading, writing and math for identified PP children /all children following school re-opening
  - Impact of Social, Emotional and Welfare challenges faced by PP Children and families both during school closure and continuing after school’s full re-opening

## Our Targeted Areas 2020 - 2021

- To improve speech & language skills in EYFS.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Maths
- To continue to provide support for children experiencing personal, social, emotional and well-being (mental health) challenges which may become a barrier to learning.
- To make rapid progress in Maths, Phonics, Reading and writing so that all PP pupils make expected or better progress by July 2021
- To improve behaviour for learning in KS2 in PP pupils so that negative behaviour does not affect pupil outcomes
- To continue to develop remote learning provision and access to technology for PP pupils
- To increase attendance rates of identified PP children
- To provide curriculum enrichment opportunities for PP children
- To finance extra-curricular activities for PP pupils

## Nature Of Support September 2020-July 2021

Objectives	Actions	Costs	Expected Outcomes	Impact Autumn Term Spring Term Summer Term
To increase the % of pupils meeting the expected standard for communication and language by end of EYFS	SALT small group sessions (Chatterbugs) with HLTA 3 x 30 mins 12 weeks  SALT training (NELI – free)	£15 per hour =£270 per term X 3 terms = £810 + £50 resources Cover costs approx £500	54% of pupils reaching expected standard to reach EXPECTED STANDARD IN Language and Communication	Autumn baseline 8% of PP children at expected December 46% of PP pupils at expected.
To provide high quality first teaching in maths lessons and interventions the to narrow gap between dis/non-dis pupils (2019 – 3.8 dis -2.1 non-dis) in Y3/4	3 <sup>rd</sup> group for smaller class size and increased support due to large numbers (approx 33) in each class (5 x HLTA per week)	HLTA 5 hours per week £5000	PP pupils made accelerated progress (at least 4 months per term)	
To provide additional support for PP SEN pupils with specific targeted interventions in reading writing and maths	TA support 4 days weekly in Y3/4  -Code X -pre-teaching sessions to introduce new concepts following baseline assessments	£17,472 (KON)  HLTA 5 hours per week £5000	PP SEN pupils will make accelerated progress (at least 4 months per term)	

	-Freshstart (4 hours per week) -Handwriting & Spelling support (2 hrs per week) -1:1 reading -Maths class support (5 hrs per week)			
To provide interventions and class support for PP pupils for reading/writing/ maths  To provide support to PP pupils in class to ensure positive behaviour for learning and access to curriculum (Y5/6)	TA support to provide; -pre-teaching sessions to introduce new concepts following baseline assessments -Freshstart (4 hours per week) -Handwriting & Spelling support (2 hrs per week) -1:1 reading -Maths class support (5 hrs per week) -Literacy planet (3 x 30 mins)	£19,824 (JJ)	Pupils in Y5/6 will make accelerated progress (at least 4 months per term)  Progress will be evident in books and assessments  Pupils will feel supported and positive towards school experiences (pupil voice)	Positive pupil voice and lesson observations demonstrate that pupils are being well supported.  Y5 data inconsistencies % of PP making good or better progress Reading 61% Writing 50% Maths 14%  Year 6 % of PP making good or better progress Reading 63% Writing 63% Maths 63%
To provide increased adult support in Y3/4 by creating third teaching group	3 day a week teacher (SN) Daily maths, reading and writing lesson (am only – 2 thirds of SN salary)	£19,00 (SN)	Pupils in Y3/4 will make accelerated progress (at least 4 months per term)  Gap between dis and non-dis will be reduced and remain narrowed over time	Long term sick leave has impacted on the ability to address this In Autumn Term
To provide specialised behaviour provision for target child to support behaviour	Attendance at Cornerpost 2 days weekly £50 per day	£3680	Exclusions will be reduced for JH	Oct - £90 Nov/Dec-£360 Jan/Feb - £480 5 days exclusion Autumn Term Excellent engagement and at Cornerpost. Reduction of lost learning in Y5/6 due to behaviour incidents since attending.
To provide additional adult support to PP	TA support Y2 TA support Y1	£16,000 (ST) £24,400 (SK)	All PP pupils to make at least expected progress	

pupils in KS1 so that pupils make accelerated progress in reading writing and maths following the lockdown 2020			towards end of year outcomes	
To provide family and pupil support for social, emotional and well-being difficulties.	Schools home link liaison worker (CB)  Lunchtime behaviour support groups  Weekly nurture groups/Yoga	£10,926	Pupils will have positive mental health which eliminates barriers for learning Families will access support as necessary due to referrals to support agencies	Change of structure to nurture groups due to 'bubbles' in RA. Two groups running well and all pupils engaging with the strategies and using them in school. 83% of pupils attending do not need to continue after Christmas  8 new children supported by referrals/safeguarding procedures 1 referral to EH (parent refused support)
To improve attendance/punctuality for PP pupils	Schools home link liaison worker (CB) (total salary £21,852) Monitoring of attendance and lateness, phone calls to chase up, procedure to follow according to attendance policy	£10,926	PP attendance will be in line with national by July 2021 Poor attendance is followed up according to policy, which leads to improved attendance All pupils are in on time for learning to start	Attendance for end of Autumn term 92.78% (nat 94.4%) slight decrease since equivalent period last year due to Covid 19
To finance curriculum enrichment opportunities for PP pupils	Funding for school trips/visitors during the year        Funding for residential visit	Currently £0 during lockdown – may increase in 2021 £1000 planned for Spring summer 2021  £540 subsidy for PP pupils attending Shugborough residential	All PP pupils access school trips with their classes Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential	

<p>To finance extra - curricular clubs/sports events for PP pupils</p> <p>To raise self-esteem and raise aspirations by participating in wider enrichment opportunities.</p>	<p>Funding for Progressive Sports after school clubs twice a week</p>	<p>20 children per half term (10 KS1, 10 KS2) £6 per club x 6 clubs per year</p> <p>Aprox £720 used to subsidise</p>	<p>All PP pupils access after school clubs PP pupils are enriched beyond the national curriculum Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to participate in chosen activities</p>	<p>Slightly lower numbers in Autumn term due to lockdowns</p> <p>10 children funded in Cricket club (£40) 11 children funded in Dodgeball</p> <p>Pupil voice positive and parents keen to take up places. Waiting lists for all clubs as over subscribed. 100% of pupils keen to attend future clubs</p>
<b>Total estimated spend 2020-2021</b>		<b>£116, 467</b>		
<p>NB: Whilst many of our highly focussed short term initiatives have shown good success with measurable academic data, a number of our initiatives are designed to have long term impact on a child's life chances, aspirations and enjoyment of school and opportunities provided.</p>				