

# Pupil premium strategy statement - Stoke Holy Cross Primary School

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority or were adopted from care, and children of armed service personnel. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

All schools are required to publish, on their websites, the funding they have received and how the money is being spent. Please see the attachments below for how we spend the Pupil Premium money.

1. Summary information					
<b>School</b>	Stoke Holy Cross Primary				
<b>Academic Year</b>	2018-19	<b>Total PP budget (18/19 allocation - £35,220 and £13,500 carried forward (5/12<sup>ths</sup>) to 18/19)</b>	£35,220 £13,500 = £48,720	<b>Date of most recent PP Review</b>	Jan. 2019 Apr. 2019 July 2019 Sept. 2019
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Jan 19

2. Current attainment			
		<i>Pupils eligible for PP (school/national average)</i>	<i>Pupils not eligible for PP (school/national average)</i>
EYFS	% achieving GLD	33% ↑	80%/82%
Year 1 Phonics	% achieving the phonics standard.	50% ↑	80%/83%
Key Stage One	% achieving the 'Expected Standard' in reading.	50% =	81%/75%
	% achieving the 'Expected Standard' in writing.	50% ↑	71%/70%
	% achieving the 'Expected Standard' in maths.	75% ↑	74%/76%
Key Stage Two	% achieving the 'Expected Standard' in reading, writing, maths	43% ↓	59%/64%
	% achieving the 'Expected Standard' in reading.	57% ↓	76%/75%
	% achieving the 'Expected Standard' in writing.	57% ↓	69%/78%

	% achieving the 'Expected Standard' in maths.	43% <sup>†</sup>	69%/76%
	Progress in maths.	-1.62 <sup>†</sup>	-1.21
	Progress in writing.	+0.07 <sup>†</sup>	-1.64
	Progress in reading.	-2.19 <sup>†</sup>	-1.45

*These attainment figures represent a very small cohort of pupils.*

<b>3. Barriers to future attainment (for pupils eligible for PP, including high attainers)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Attainment and progress of PP children in reading, writing and maths is not in line with non PP children in school	
<b>B.</b>	A significant minority of PP children within school have additional SEND needs	
<b>C.</b>	A significant group of PP children have social, emotional, behavioural and sensory difficulties that require support	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Many PP children do not have access to the internet and other resources to support learning at home	
<b>E.</b>	Low aspiration and expectation from families	
<b>F.</b>	Family difficulties	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Pupil premium children's reading, writing and maths improves in line with non-PP children.	PP children make better progress in reading, writing and maths PP children achieve in line with non-PP children PP children enjoy reading and can talk enthusiastically about their successes
<b>2.</b>	PP children with identified SEND needs are supported effectively in school.	SEN-D support requirements are identified High needs SEN-D requests are submitted to NCC. Support staff are in place to deliver identified support PP/SEN-D pupils have their needs met and make good progress
<b>3.</b>	All children will have their social, emotional and sensory needs met.	Children will need less support in school to resolve behaviour issues Children will have a greater understanding of their emotions

5. Planned expenditure					
Academic year		2018/2019			
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?
1. A.B.E. Pupil premium children's reading improves in line with non-PP children	1. A.B.E. Use library tokens to buy in librarian time with a focus on 'Reading for Pleasure' sessions.	Not all children have access to high quality reading material at home and cannot get to a library. It will foster a love of books and reading.	Librarian timetabled to work with all classes. Staff to observe to ensure they can build on approach in their own reading sessions. Cost: £200	Head/ English Lead Class teachers	Jan 19
1. A.B.. Pupil premium children's reading improves in line with non-PP children	1. A.B.. Inference intervention.	Inference training is a group intervention for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. Evidence suggests one in ten pupils who decode satisfactorily, struggle to get full meaning and enjoyment from reading.	Teacher and TA trained – whole day. Same Teacher and TA receive ½ day follow up. Implementation pilot in Y4. Train teachers Y1-6 to follow intervention.  Cost - £450 – training – 1 ½ day Cost - £400 – supply Cost - £200 – manual/resources	Head-book training  Teacher/TA trained  Mrs Axon- lead staff meetings	Jan 19
1.A.F. Pupil premium children's reading improves in line with non-PP children	1.A.F. Purchase new reading texts for	Not all children have access to high quality reading material at home and cannot get to a library. It will foster a love of books and reading. Our pupils can struggle with understanding vocabulary and their comprehension so quality literature will support their development.	English Lead and SENDCo to purchase new books for specific needs/high quality texts – modern classics. English Lead to monitor, through junior Librarian system, the books read by key pupils.  Cost: £2000	Eng Lead  SENDCo	Jan 19

1.A.B. Writing improves in line with non-PP children	1.A.B. Class based Teaching Assistant to support PP pupils in writing activities by pre-learning and feedback about next steps to move on learning.	KS1 data (2018) shows writing results below National average. Y3 need additional support to prevent this gap widening. EEF toolkit states that effective verbal feedback can have a significant improvement on progress.	Additional TA to join staff to work in Y3 for English. Additional TA time in Y2 to close gap in English.  Cost - £15,300	Head to appoint. Class teacher to direct effectively	Jan 19
1.A.B.D. Pupil premium children's maths improves in line with non-PP children.	1.D.KS2 PP are members of MyMaths meeting for 1 lunchtime per week.	Some PP pupils do not have access to the internet. Family aspirations are low and sometimes there is limited support to ensure pupils practise at home and/or complete their maths homework	PP pupils are invited to the club and parental permission is sought. Registers of attendance are kept. Maths club led by a Teacher so remediation is available. Homework achieved is logged on system. 'Group' logged on Pupil Asset for monitoring against progress tracking data.  Cost:£350	Head Teacher to invite pp pupils. Teacher to lead club and maintain register.	Jan 19

<b>Total budgeted cost</b>	<b>£18,900</b>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
1.2.A.B. PP children's reading improves in line with non-PP children.	1.2.A.B. Provision of reading and comprehension support to enable pupil premium (and other pupils) to be supported in lessons and to participate in interventions. 1 hr teacher support weekly. 12 hours TA support weekly.	Intervention programme assessment data shows that small groups and individual support from TAs and teachers improves attainment. EEF toolkit states that intervention programmes can improve progress. This will be especially effective when applied in the classroom with continued support from TA.	Pupils need identified through SEN-D /assessment processes. Provision mapping enables identification of staffing requirements and decisions on placement.  Cost - £6000 - TA	Head Teacher. SENDCo	Jan 19
1.2.A.B. PP children's reading improves in line with non-PP children	1.2.A.B. Catch Up Reading intervention – training TA to deliver across PP pupils.	Intervention programmes can close gaps in skills and accelerate progress – to be applied in classroom setting.	Cost - £750 – bundle discount for 2 TAs (support succession planning)  Cost – £6000 – 2 TAs 4 hours p/wk each  Cost - £600 resourcing/texts	Head teacher to book - 2 TAs trained.  SENDCo to co-ordinate deployment during afternoons- Mon-Fri	Jan 19
1.2.A.B.E. PP children's reading improves in line with non-PP children	1.2.A.B.E Reading event- promoting a love of reading through rich activities, meeting authors, etc.	Raising aspiration and expectation for these children.	Teacher/support to accompany. Review with pupils back at school – pupil voice.  Cost - £110 – transport £200 - supply	L.S. Lead to organise/ accompany.	Jan 19
1.2.A.B PP children's Maths improves in line with ono-PP children.	1.2.A.B.	Maths can impact long term economic well being. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF- Closing the Gap 2017)	Intervention Teacher appointed. Will work with targeted groups and with pupils 1:1.  Cost – £3000 - 1 day per week.	HT SENDCo Class Teachers	Jan 19

<p>3.C.E.F. Children will have their social and emotional needs met so they are ready to access the learning through the curriculum.</p>	<p>3.C.E.F. Boxall assessment and support.</p>	<p>It is widely agreed that children with SEMH difficulties are the biggest challenge to the effective learning environments. The Boxall Profile provides a framework for the precise assessment of children who have SEMH difficulties at school. It helps teachers to plan focused intervention to support these pupils.</p>	<p>Boxall online assessment and support package.</p> <p>Cost - £62 annual subscription</p> <p>SENDCo – trained/cascades training to whole staff.</p> <p>Cost - £20 – TA time to attend meeting after school.</p> <p>Time to complete assessment and plan intervention.</p> <p>Cost - £1400 (1 day per teacher equivalent – per year)</p>	<p>Head teacher to arrange cover.</p> <p>SENDCo to cascade/monitor implementation.</p> <p>Staff to ass/implement</p>	<p>Jan 19</p>
<p>3.C.E.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.</p>	<p>3.C.E.F. Time4You (Benjamin Foundation) 1 to 1 sessions to address social and emotional issues. 7 sessions weekly.</p>	<p>The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotionally supported to access the learning through the curriculum.</p>	<p>Careful identification of pupils for this support. Working closely with the families- receiving consents. Monitoring and documenting 'soft evidence' of effectiveness. Feedback from Time4You worker.</p> <p>Cost - £4,673</p>	<p>Head-organise/complete consent forms.</p> <p>Teachers to nominate.</p>	<p>Jan 19</p>
<p>3.C.E. PP pupils will attend school on time to participate in Sensory Circuits. They will be able to cope with the sensory signals through the day.</p>	<p>3.C.E. Provide sensory circuits for targeted individuals before school. Access staff training to enable these groups to operate.</p>	<p>Working with Sen-i specialists we feel this is one method of ensuring pupils are not overwhelmed by sensory signals in busy classrooms.</p>	<p>Taking advice from Sensory Need support services. Ensuring staff are suitably trained and confident. Monitoring effectiveness in reducing sensory overload and resulting behaviour issues in lessons. Resource audit.</p> <p>Cost - £650 - TA time Cost - £200 - resources</p>	<p>Head Trained TA</p>	<p>Jan 19</p>

<b>Total budgeted cost</b>					<b>£22,915</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
3.C. Children are able to have a safe place to be supported at lunchtimes	3.C. Employ an MSA to run 'Safe Zone' at lunchtimes.	There are some pupils who find the more unstructured playtimes complicated. This can result in behaviour issues and social & emotional upsets. Having the Safe Zone enables these pupils to be supported and to discuss their feelings. Safe zone compliments and supports our PATHS approach. It enables all pupils to feel safe on the playground by ensuring pupils have a safe place to be removed to. It can result in them be ready to engage in their learning after lunch.	Employ an MSA specifically for this role and provide a suitable venue and resources.  Cost: £2505	Head, Nurture MSA (DHT)	Jan 19
3.C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	3.C.F. Drawing and Talking - trained TA led	The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotional supported to access the learning through the curriculum.	Pupils identified by Head/class teacher. Head contacts parents. Consent received. Weekly timetabled sessions in a quiet space. TA informs Head with concerns (safeguarding or need for further communication with parents/agencies)  Cost: £1300 TA time	Head  Nurture TA	Jan 19
1.3.E.F. PP children will be able to participate in all clubs and trips to build their esteem and raise their aspirations	1.3.E.F. Contingency to pay for PP pupils to ensure inclusion	PP pupils and their families may have lower aspiration and expectations for activities and future economic well being. This will ensure PP children life experiences are enriched and broadened.	PP pupils prioritised for school activities, will be funded for trips and invited to after school clubs.  Cost: £1000	Head	Jan 19

1.2.A.B. PP children will have their learning and progress closely monitored and gaps identified and closed promptly.	1.2.A.B. Progress meetings held in school day so Teachers and TAs can have sufficient time to engage with SLT and plan support for PP pupils.	The school is implementing an assessment model, which focuses on early identification of gaps, tracking and support. Time needs to be given for analysis of data and challenge of quality first teaching plans. TAs will be involved so they can champion PP pupils as their knowledge of needs and processes is enhanced.	Supply cover to release class teachers and SLT for progress meetings.  Cost: £1400 (3 meetings per year-releases SLT from classes and supply to cover each class.)	Head  Assess. Lead  SENDCo  Class teacher/ TA	Jan 19
1.2.3.A.B.C. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	1.2.3.A.B.C. Target group to access the Forest environment, learning to apply skills of team work, problem solving and resilience.	Pupils need their emotional and sensory needs supported to access and manage the challenges of the classroom. We have found children thrive in the Forest and can return to the classroom environment able to apply their skills.	L1 trained Forest School leader to plan for, monitor and feedback on pupil attitudes and successes.  Cost - £250 – training  Cost - £450 – 2 hours p/wk x26 wks	Head  TA	Jan 19
<b>Total budgeted cost</b>					<b>£6905</b>
<b>Anticipated Pupil Premium Spend</b>					<b>£48,720</b>

6. Review of expenditure				
Previous Academic Year 2018/19				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

Responsibility: Jeannette Chaney – Head Teacher

Chris Boss – Pupil Premium Governor