

PUPIL PREMIUM STRATEGY STATEMENT: STANTON ROAD PRIMARY (2020/21) **REVIEW**

1. Summary information						
Total Number of Pupils (Jan 20)	298	Total PP budget (Based on Jan 20 Census)		£85, 355	Date of most recent PP Review	Sep 20
Number of Pupils eligible for PP (January 20 Census)	62	FSM-£1,345	46 children	£61, 870	Date for next internal review of this strategy (termly monitoring will take place throughout the Year)	July 21
		Ever 6	12 children	£16, 140		
		LAC-£2,345	1 child	£2, 345		
		Post LAC-£2,345	2 children	£4, 690		
		Services Pupil-£310	1 child	£310		

2. Current attainment (Based on Spring Term 2020 due to Covid 19 pandemic)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading	46.6%	68.8%
% achieving expected standard in writing	26.6%	51.1%
% achieving expected standard in maths	40%	62.2%
% achieving combined standard in reading, writing & maths	20%	51.1%
% making progress in reading	N/A	N/A
% making progress in writing	N/A	N/A
% making progress in mathematics	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Numbers of children achieving the combined expected/higher standard in Reading, Writing and Maths at the end of KS2 are below the numbers of non pupil premium children achieving the standard.
B.	Attitudes to learning and independence skills to seek out available resources or support.
C.	Impact of poor social, emotional and mental health on learning, achievement and aspiration.

External barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates are below the expected 95% nationally and below the whole school attendance rate. (2019-20 whole school attendance was 95.6% PP attendance was 93.4% to March 2020). Persistent absence for Pupil Premium is higher than other groups- 37% of all persistent absentees were PP as of March 2020)	
4. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To increase the percentage of pupils achieving combined expected standard in R, W and M to 60% (based on previous target not predictions from 19-20)	The percentage of children achieving the combined expected standard in RWM will increase to 60%
B.	To enable children to recognise when they need support in a lesson and to begin to select appropriate resources or support independently.	Children will feel confident to attempt a task independently and know which resources to select to support their learning.
C.	To more effectively identify and support pupils with social, emotional and mental health needs.	Assertive mentoring scores will show an increasingly positive picture over the course of the year. ELSA intervention will demonstrate positive impact.
D.	To improve attendance to 96% for all Pupil Premium Pupils (currently 93.4%) and decrease persistent absence for PP by at least 12% to 25%.	Attendance will increase to 96% for pupil premium group of pupils and persistent absence for Pupil Premium will decrease by at least 12% to 25%.

5. Planned expenditure				
Academic Year 20-21				
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
<p>A.</p> <p>To increase the percentage of pupils achieving combined expected standard by the end of KS2 in Reading, Writing and Maths to at least 60%.</p>	<ul style="list-style-type: none"> -Additional Teaching Assistants used effectively in the classroom to support Teaching and learning and Personal Development. -Pupil Progress Meetings to sharply focus on Pupil Premium. - Purchase of Provision map software to track support more closely. - Regular monitoring and evaluation of current attainment by PP lead. - TA support is closely monitored and adapted as necessary, - Additional 1:1 reading and homework clubs offered to all PP children. - Reading incentive scheme implemented to encourage wider range of reading for pleasure. - Babcock spelling programme implemented. - Handwriting scheme in place across whole school. - Purchase of Rock Stars Maths program to increase engagement and home learning. - Purposeful intervention for PP/SEN children to boost progress. 	<p>Data:</p> <p>Attainment – National Average for end of KS2 to achieve combined expected standard (2017-18):</p> <p>64% (2018) Pupil Premium 51% (2018)</p> <p>2018-19 school data – PP children achieving combined expected standard:</p> <p>By the end of KS2 68.3% of Y6 pupils achieved the combined expected standard and 50% of PP children.</p> <ul style="list-style-type: none"> - New resources will increase motivation and enjoyment. - Provision of 1:1 TA support for reading and homework will enable PP children to be motivated to take part in these activities as they are receiving adult support. - Staff are aware and involved in sharply focusing the push on achieving the expected standard through Pupil Progress and Performance Management meetings. - 23% of PP children also have SEN which is a major factor impacting on the achievement of the PP group. 	<p>Monitoring and Evaluation to check that:</p> <ul style="list-style-type: none"> -Teaching Assistants are used effectively in the classroom to support Teaching and learning and Personal Development. -Follow up interventions are implemented and particular focus is given to Pupil Premium children by Class teachers and TA's. -TA timetables ensure appropriate time is given to support Pupil Premium children with homework, reading and writing. -TA timetables to ensure regular feedback is given to class teachers regarding pupils who need extra support/intervention. - All Pupil Progress meetings to sharply focus on the children at risk (including Pupil Premium) of not meeting ARE and personal actions identified to support pupils to get back on track. - Monitor usage of Starbooks scheme and TT Rockstars Maths. TA reading and homework support to focus on this to encourage uptake and motivation. - Provision map software will be used to monitor intervention and progress made. 	<p>Head Teacher</p> <p>L. Johnson- Vulnerable Pupils Champion.</p> <p>H. Burns- English Lead.</p> <p>L. Small – Maths lead</p>
			<p>When will you review implementation?</p> <p>Every half-term at Annual Improvement Review meetings.</p> <p>Pupil progress meetings.</p>	<p>Total budgeted cost</p> <p>TA Support (inc ELSA) -£48,163</p>

		TA monitoring. Learning walks and lesson visits.	Vulnerable Pupils Champion TLR and half day a fortnight release-per year £4803 Total: £52, 939
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead
B To enable children to recognise when they need support in a lesson and to begin to select appropriate resources or support independently.	<ul style="list-style-type: none"> - Provision of whole school table top resources available to support PP and children with SEND. - TA support in classrooms to encourage independence and model necessary skills. - Allocated TA to every PP child to support with reading and homework if necessary. - Teachers to be explicit about which resources are available and increase independence throughout the school-providing them directly in F2 and KS1 and beginning to encourage children to select their own in KS2. - ELSA support for children with SEMH difficulties e.g. anxiety which we have seen cause children be unable to access help or support. 	<ul style="list-style-type: none"> - Lesson observations have shown that some children lack the independence skills and/or confidence to know when they need support and also when to support themselves. - Pupil voice questionnaires have shown that some children do not know what to do when they are 'stuck' or need help. - Assertive mentoring has identified this as an issue for some children, particularly for PP children. - Some children with SEMH difficulties are held back by anxiety and refusing to complete tasks because they say they don't know what to do or perceive it as being too difficult. 	<ul style="list-style-type: none"> - Lesson visits and learning walks every half term. - Pupil voice through lesson visits and learning walks. - ELSA intervention and feedback. -TA meetings held every term. 	<ul style="list-style-type: none"> L. Johnson- Pupil Premium Lead. Year band leads. Subject leads. All TAs.
C To more effectively identify and support pupils and families with social, emotional and mental health needs.	<ul style="list-style-type: none"> - Vulnerable Pupils meeting twice a half term to include multi-agency including Attendance Officer. - Allocated time for Learning Mentor to attend multi-agency meetings and complete follow-up activities with children and families. - Funding for a Pupil Support TA to provide 1;1 input for pupils on any identified needs from the Vulnerable Pupils meeting. - Implementation of ELSA support which will help children and parents with SEMH needs which are impacting on school life, attendance and progress. 	<ul style="list-style-type: none"> - Some of our disadvantaged children lack home support in terms of reading and homework which is often not completed and can impact on a child in school if they are worried about not having completed the necessary tasks. - Some of our Pupil Premium children struggle to believe in themselves or have the resilience needed to succeed educationally, this is shown through pupil voice questionnaires and assertive mentoring. - Some families are in need of support with parenting and family issues. Some of our Pupil Premium children struggle to maintain their emotions and behaviour. 	<ul style="list-style-type: none"> - Tracking of attendance. - Tracking of ELSA interventions and review of impact. - Pupil voice interviews and monitoring of support. - Learning walks and lesson visits every half term. - Assertive mentoring questionnaires completed every term. - TA meetings held every term. - Pupil Attainment and Progress data. - Attendance data. 	<ul style="list-style-type: none"> L. Johnson- Pupil Premium Lead. A. Langan- Attendance Officer Office staff J. Wakefield/ L. Roberts- ELSA

	<ul style="list-style-type: none"> - Allocated TA for every Pupil Premium child to act as a learning mentor and support. - SENCo available to meet with parents informally via drop in sessions. - Individual reading sessions and homework clubs available for all PP children. - Funding for all PP Year 6 children to attend Castlehead Residential visit. (£302.49 per pupil) -Subsidy for trips, visits and visitors to school. - Provision of spare uniform/food bank vouchers as required. 	<ul style="list-style-type: none"> - Attendance for Pupil Premium children is an issue and the ELSA role will also focus on supporting parents to get children to school more regularly alongside the support of the attendance officer. - The number of children with SEND and Pupil Premium is increasing and we are seeing an increase in SEMH category on SEND register. - Learning walks and lesson visits have shown the impact of SEMH on some children and the way this can negatively affect attainment and achievement. - 23% of our PP children also have SEND. - Some of our more disadvantaged children and their parents are unable to afford the cost of Educational Visits. There is a feeling of embarrassment amongst some parents towards Pupil Premium and they do not engage with school in the support provided therefore all school trips are subsidised for PP children. 	<ul style="list-style-type: none"> - Pupil self-assessment on the Assertive Mentoring records. - Soft feedback such as monitoring records, parent and staff feedback and learning mentor records. - Uptake of ELSA parental support and use of food and uniform bank. 	<p>S. Lewtas- Vulnerable Pupils Champion</p> <p>All TAs.</p>
			<p>When will you review implementation?</p> <p>Every half-term at Annual Improvement Review meetings.</p> <p>Pupil progress meetings</p> <p>Tracking of interventions and monitoring of impact.</p>	<p>Total budgeted cost</p> <p>TA additional support: £21, 118</p> <p>Castlehead £4234.86</p> <p>Available subsidy for trips, tuition, clubs etc: £4854.14</p> <p>Total: £30, 207</p>

iii. Other approaches				
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead
<p>D</p> <p>To improve attendance to 96% for all Pupil Premium Pupils (currently 93.4%) and reduce Pupil Premium absence by at least 12% to 25% (currently 37%)</p>	<ul style="list-style-type: none"> - Effective Attendance Management Strategies including attendance officer, attendance panel meetings, regular phone calls home. - Vulnerable Pupils meeting twice a half term to include multi-agency including Attendance Officer. - Effective use of provision map software to track pupils more closely and cost of support. - ELSA support implemented full time across school from Sept 19 to encourage and support families of children with poor attendance/ persistent absence. - SLA purchased from Local Authority to support with attendance. - Head teacher overseeing attendance for whole school and liaising with Local Authority attendance. - Class and individual awards for attendance. 	<ul style="list-style-type: none"> - Pupil Premium Pupils have lower attendance and higher persistent absence than other pupils. - 23% of PP children also have SEND which can impact on attendance due to medical appointments, anxiety, social, emotional and mental health needs. - Attendance has not increased in line with expectations and targets over the past academic year. - Persistent absence has improved greatly as a school but not for the PP group. 	<p>Attendance data tracking shared with SLT and Governors.</p> <p>Tracking of ELSA interventions every 6 weeks.</p> <p>Vulnerable pupils meetings held fortnightly with attendance officer attending twice a half term.</p> <p>Provision map tracking of interventions and support.</p> <p>Assertive mentoring questionnaires completed each term.</p>	<p>Head teacher overseeing attendance</p> <p>L Johnson- PP Lead</p> <p>A Langan- Attendance officer</p>
			<p>When will you review implementation?</p> <p>Attendance panel meetings</p> <p>ELSA review and tacking of interventions</p> <p>Termly as part of SDP</p>	<p>Total budgeted cost:</p> <p>Attendance officer in part £5000</p> <p>SLA £894</p> <p>Total: £5894</p> <p>Available subsidy for trips, tuition, clubs etc: £7926.14</p>
			<p>Total cost: £84,185. 86</p>	

6. Review of Expenditure- July 2021		
Desired Outcome	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)
<p>A.</p> <p>To increase the percentage of pupils achieving combined expected standard in R, W and M to at least 60%</p>	<p>Teacher Assessment for End of KS2 2020-2021 shows that 67% of Pupil Premium children achieved the combined standard in Reading, Writing and Maths.</p> <p>This is based on teacher judgements due to Covid 19 and cancellation of Y6 SATs.</p> <p>Support will be continued next year with close matching of adult support to PP children to continue to increase the numbers of children achieving the expected level across school.</p>	<p>Continue to support PP children with quick intervention during the lesson when any gaps or misconceptions are identified, pre and post teaching to support individuals and small groups.</p>
<p>B.</p> <p>To enable children to recognise when they need support in a lesson and to begin to select appropriate resources or support independently.</p>	<p>Covid 19 impact- Children had own sets of resources which reduced some level of independence as they were not able to select.</p> <p>However, lesson walks showed that children were becoming more confident in identifying when to use resources to support learning. Teachers and Teaching assistants have been explicit in modelling selecting resources and the merits of various types.</p> <p>Children are more confident in sharing with an adult when they need support. ELSA intervention has supported children who lack confidence and self-belief to have a go and help themselves.</p>	<p>Post covid 19 lockdown this approach will be continued to encourage children to select own resources. Teaching staff will continue to offer a range of resources.</p> <p>Further funding has been allocated to increase the availability of a variety of maths resources.</p> <p>ELSA support to continue to work with children who lack confidence in themselves and to support them in asking for help when it is needed.</p>
<p>C.</p> <p>To more effectively identify and support pupils with social, emotional and mental health needs.</p>	<p>ELSA support has been very effective in supporting children and families with SEMH needs. SENCo and TA/ELSA work closely together with children to identify needs and share strategies to support.</p> <p>Provision of drop in sessions and parent meetings has been limited due to Covid 19 but access has been made in other ways such as phone and video calls.</p> <p>TAs have worked closely with individual children to support with reading and homework and catch up with missed sessions.</p>	<p>ELSA provision and support will be increased in 2021-22 to support with the ongoing effects of the covid 19 pandemic and to be able to offer support to more children across school.</p> <p>Continue to offer sessions to parents and to self refer.</p> <p>Build on this approach by having a mental health first aider for children and staff in school.</p>

	<p>Recovery curriculum focused on mental health and wellbeing on children's return to school.</p>	
<p>D.</p> <p>To improve attendance to 96% for all Pupil Premium Pupils (currently 93.4%) and decrease persistent absence for PP by at least 12% to 25%.</p>	<p>Pupil Premium Attendance:</p> <p>2020-21 whole school 96.84% Pupil Premium Attendance 93.3%</p> <p>Persistent absence:</p> <p>Whole School Persistent Absence 4.6% Pupil Premium 5/14 PA children are Pupil Premium / 35.7% of PA are Pupil Premium.</p> <p>Measures have supported children and families to attend school more regularly. Attendance remained a focus during lockdown and families were supported with this. Covid 19 has impacted heavily on attendance figures.</p> <p>PA PP children – 5 children. 4 of these children have medical needs and one left in Autumn Term.</p> <p>8% of all PP children are Persistent Absentees.</p> <p>Attendance data was not officially recorded in 19-20 due to Covid 19. In comparison to the last year recorded: 18-19 PP attendance was then 92.1%.</p>	<p>Attendance will continue to be a focus for the next academic year. Some children and families have been identified as needing extra support in this area.</p> <p>ELSA support will be increased to allow further support with attendance and any underlying anxiety/mental health needs that may prohibit children from attending school.</p> <p>Provision of support from ADHD Foundation SLA and block of therapist support.</p>