

Stanton Bridge Primary School  
Pupil Premium Strategy Statement 2017-18

**Summary Information.**

Academic year	2018-19	Total PP budget	£119,350 (Sept 18-Mar 19) £87,900 (Apr 19- Aug 19)	Date of most recent PP review	July 2018
Total number of pupils	431	Number of pupils eligible for PP	136	Date for next review	July 2019

**Attainment and Progress – whole school average (Years 1-6 Internal data)**

Attainment			Progress				
	Secure or above			3 points +		4 points +	
	Pupils eligible for PP	Pupils not eligible for PP		Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
% meeting ARE in Reading	72%	64%	% making expected progress in Reading	99%	97%	97%	93%
% meeting ARE in writing	66%	59%	% making expected progress in writing	99%	97%	95%	90%
% meeting ARE in maths	71%	67%	% making expected progress in maths	99%	99%	95%	96%

## Attainment and Progress – Internal data - Year 1

Attainment			Progress				
	Secure or above			3 points +		4 points +	
	Pupils eligible for PP (15)	Pupils not eligible for PP (35)		Pupils eligible for PP (15)	Pupils not eligible for PP (35)	Pupils eligible for PP (15)	Pupils not eligible for PP (35)
% meeting ARE in Reading	80%	81%	% making expected progress in Reading	87%	88%	87%	84%
% meeting ARE in writing	80%	78%	% making expected progress in writing	87%	88%	87%	84%
% meeting ARE in maths	73%	78%	% making expected progress in maths	93%	100%	73%	81%

## Attainment and Progress – Internal data - Year 3

Attainment			Progress				
	Secure or above			3 points +		4 points +	
	Pupils eligible for PP (24)	Pupils not eligible for PP (28)		Pupils eligible for PP (24)	Pupils not eligible for PP (28)	Pupils eligible for PP (24)	Pupils not eligible for PP (28)
% meeting ARE in Reading	74%	54%	% making expected progress in Reading	92%	96%	79%	81%
% meeting ARE in writing	50%	38%	% making expected progress in writing	96%	89%	58%	66%
% meeting ARE in maths	74%	62%	% making expected progress in maths	100%	92%	92%	89%

### Attainment and Progress – Internal data - Year 4

Attainment			Progress				
	Secure or above			3 points +		4 points +	
	Pupils eligible for PP (24)	Pupils not eligible for PP (33)		Pupils eligible for PP (24)	Pupils not eligible for PP (33)	Pupils eligible for PP (24)	Pupils not eligible for PP (33)
% meeting ARE in Reading	33%	28%	% making expected progress in Reading	96%	91%	75%	69%
% meeting ARE in writing	33%	25%	% making expected progress in writing	100%	81%	75%	53%
% meeting ARE in maths	33%	41%	% making expected progress in maths	92%	94%	86%	87%

### Attainment and Progress – Internal data - Year 5

Attainment			Progress				
	Secure or above			3 points +		4 points +	
	Pupils eligible for PP (26)	Pupils not eligible for PP (33)		Pupils eligible for PP (26)	Pupils not eligible for PP (33)	Pupils eligible for PP (26)	Pupils not eligible for PP (33)
% meeting ARE in Reading	57%	52%	% making expected progress in Reading	100%	94%	77%	87%
% meeting ARE in writing	62%	45%	% making expected progress in writing	96%	97%	96%	77%
% meeting ARE in maths	58%	46%	% making expected progress in maths	100%	94%	81%	71%

## Attainment and Progress – National testing – Year 2

Attainment			Progress		
	Secure or above				
	Pupils eligible for PP (15)	Pupils not eligible for PP (35)	Pupils eligible for PP (15)	Pupils not eligible for PP (35)	
% meeting ARE in Reading	87% (NA: 79%)	74% (NA: 79%)	Progress in Reading		
% meeting ARE in writing	87% (NA: 74%)	74% (NA: 74%)	Progress in writing		
% meeting ARE in maths	87% (NA: 80%)	83% (NA: 80%)	Progress in maths		

## Attainment and Progress – National testing – Year 6

Attainment				Progress			
	Secure or above			NOTE: 50 pupils in. cohort with previous KSI score			
	Whole cohort (57)	Pupils eligible for PP (26)	Pupils not eligible for PP (31)	Whole cohort (50)	Pupils eligible for PP (25)	Pupils not eligible for PP (25)	
% meeting ARE in Reading	74% (NA: 75%)	73% (NA: 80%)	74% (NA: 80%)	Progress in Reading	2.85	1.4 (NA: 0.31)	4.30
% meeting ARE in writing	86% (NA: 78%)	88% (NA: 83%)	84% (NA: 83%)	Progress in writing	1.77	0.22 (NA: 0.24)	3.32
% meeting ARE in maths	88% (NA: 76%)	92% (NA: 81%)	84% (NA: 81%)	Progress in maths	6.79	4.62 (NA: 0.31)	8.96
% meeting ARE in Spelling Punctuation and grammar	84% (NA: 78%)	85% (NA: 82%)	84% (NA: 82%)				
% meeting ARE in R, W, M combined	74% (NA: 64%)	73% (NA: 70%)	74% (NA: 70%)				

## Barriers for future attainment (for pupils eligible for PP inc. more able)

In school barriers	Limited language and vocabulary on entry
	Mobility across the school in all age groups.
External barriers	Lack of home support.
	Lack of English spoken or understood at home.
	Diversity and culture.

## Planned expenditure 2018-19.

Quality of teaching					
Desired outcome	Action	Evidence and rationale	Monitoring	Staff	Review
Increase progress in reading and writing.	Intervention groups led by CT's and TA's across years 1-6. Intervention and 1:1 tutoring in year 6 led by DHT's. Small group sessions for EAL/new arrivals.	Pupils identified based on attainment and progress 2017-18 and updated/amended each term after pupil progress.	Planning trawls Book trawls Intervention drop-ins Data monitoring and pupil progress reviews.	Phase leaders. Subject managers. All teachers and TA's. DHT's.	Reviewed each half term by phase leaders.  Reviewed at the end of each term after assessments by DHT.
Develop basic skills in reading.	1:1 Reading support for pupils across years 1-6. Small group sessions for EAL/new arrivals.	Pupils have limited opportunity to read at home (survey).	Reading records Trackers – DC Pro and phase leader monitoring. Planning trawls Drop in's	Reading recovery teacher Sports coaches Subject managers. All teachers and TA's. DHT's.	Reported to Governors each term in school review.
Develop reading for pleasure.	1:1 Reading support for pupils across years 1-6. Evaluate and develop home readers to ensure texts are relevant and engaging. Introduction of reading rewards for home reading.	Award system to encourage parental engagement – parents invited to assembly to celebrate with pupils.			

Close the gaps in reading and writing.	Teachers/TA's utilised to address gaps in learning/misconceptions linked to previous week. Develop use of assessment to inform interventions/teaching.	Monitoring identified a need to develop use and understanding of vocabulary in order to develop comprehension as well as fluency.	Assessment moderation Drop ins Trackers – DC Pro and phase leader monitoring. Planning trawls	All Teachers and TA's. EAL teacher	
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## Planned expenditure.

### Targeted support

Desired outcome	Action	Evidence and rationale	Monitoring	Staff	Review
To increase progress and attainment in reading and writing	1:1 and small group tutoring for year 6. Intervention groups in years 1-6. Small group sessions for EAL/new arrivals.	Specific barriers to learning identified through monitoring and basic skills developed through intervention.	Planning trawls Book trawls Intervention drop-ins Data monitoring and pupil progress reviews.	Phase leaders. Subject managers. All teachers and TA's. DHT's.	Reviewed each half term by phase leaders.  Reviewed at the end of each term after assessments by DHT.
To develop self-esteem and confidence	Weekly groups run with sports coach, theatre skills coach and mentors.	Pupils identified through monitoring and learning mentor studies.	Baseline assessments relevant to area being assessed. (may include weight, body measurements, mindset questionnaires etc)	PE leader (DHT) Senior learning mentor Sports coaches	Reported to Governors each term in school review.
To develop health and well-being and increase participation in PE and exercise.	Develop participation in competitive sports. Additional sports sessions throughout the timetable. Weekly group run with sports coach in liaison with school nurse and mentor to develop fitness and understanding of healthy living.	Pupils identified as being over-weight and/or needing support in healthy eating.  Pupils identified as lacking in confidence when competing and working together.			

	<p>Workshops for parents to support healthy living. Identify targeted groups for sessions including health and fitness and Gifted and Talented. Develop provision for the outdoor environment. Specialist PE coaches.</p>	<p>Well-being sessions needed to develop mental and physical well-being for identified pupils.</p>			
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## Review of precious academic year (2017-18)

Total funding: £204,030.

### Targeted support

Intervention	Criteria for selection	Impact	Overall outcome at end of academic year
<p style="text-align: center;"><u>English years 1-6</u></p> <p>TA interventions according to marking and feedback – all pupils.</p>	<p>Pupils chosen based on 2016-17 end of year data.</p> <p>Updated and amended according to half termly/termly assessment data.</p>	<p>Basic skills improved across the subjects.</p> <p>Pupils make at least expected progress.</p> <p>Gaps narrowed in expected attainment.</p>	See above data and pupil progress overviews.
<p style="text-align: center;"><u>Maths years 1-6</u></p> <p>TA interventions according to marking and feedback – all pupils.</p>			See above data and pupil progress overviews.
<p style="text-align: center;"><u>1:1/small group SATs tutoring</u></p> <p>Year 2 pupils tutored by phase leader and senior learning mentor.</p>	<p>Selected by year 6 staff in liaison with DHT according to assessment data.</p>	<p>Basic skills improved across the subjects in line with NC objectives and national assessments.</p> <p>Pupils make at least expected progress.</p> <p>Gaps narrowed in expected attainment.</p>	<p>PPP KSI SATS results:</p> <p>Expected +</p> <p>Reading: 92%</p> <p>Writing: 92/5</p> <p>Maths: 92%</p>
<p style="text-align: center;"><u>1:1/small group SATs tutoring</u></p> <p>Year 6 pupils tutored by phase leader and DHT's.</p>			<p>PPP KS2 SATs results:</p> <p>Expected+</p> <p>Reading: 80%</p> <p>Writing: 93%</p> <p>Maths: 93%</p> <p>SPaG: 87%</p>
<p style="text-align: center;"><u>English and maths ability sets</u></p> <p>2 groups led by year 6 teachers with intervention and support by DHT's.</p>	<p>Pupils grouped according to baseline 2016-17 data and amended according to progress throughout the year.</p>	<p>Work differentiated accordingly.</p> <p>Pupils closely monitored against relevant NC objectives and national guidelines.</p>	
<p style="text-align: center;"><u>SEN Support</u></p> <p>Dedicated SEN support staff member delivering 1:1 and small group interventions.</p>	<p>Pupils identified by teachers as needing SEN support.</p> <p>Pupils identified by outside service assessments.</p>	<p>Pupils make at least good progress.</p> <p>Targeted support given in line with 1:1 needs of the pupil.</p> <p>Interventions and support given in line with targets given by outside agencies.</p>	<p>Pupils make at least good with much outstanding progress (see internal data).</p>
<p style="text-align: center;"><u>Behaviour support</u></p> <p>Specialist sports coaches leading sports leaders during lunch times.</p> <p>Activities delivered on the playground during playtime.</p>	<p>Pupils identified by behaviour manager.</p> <p>In class behaviour support provided for class teachers.</p>	<p>Class teachers show improvement in behaviour management strategies, shown in support notes, support plans and observation/drop-in feedback.</p> <p>Positive behaviours shown during free times.</p> <p>Positive feedback from pupil questionnaires.</p>	<p>Behaviour supported in the playground.</p> <p>Playground incidents reduced.</p> <p>Behaviour incidents across school reduced (See behaviour analysis report)</p> <p>Pupils feel safe and that behaviour is good (insert questionnaire data)</p>



<p><u>Health and well being</u> Specialist programme created with school nurse support . Additional PE sessions timetables. Activate every morning. Specialist PE coaches. Boxing sessions delivered to pupils showing aggressive behaviours.</p>	<p>Pupils and groups identified by learning mentor and PE manager. Pupils identified according to need for development of health, fitness, self-confidence and self-esteem.</p>	<p>Pupils show improvements in measurements, confidence and fitness. Pupil feedback is positive and shows an increase in positive mindset. Pupils actively participate in voluntary sports and exercise sessions.</p>	<p>Pupils show improved mindsets regarding self-confidence and self-esteem. Measurements taken show improvement in some pupils.</p>
<p><u>EAL support</u> Romanian speaking teacher delivers essential survival language. Small group and 1:1 sessions to teach English as an additional language. Focus on new arrivals and ROMA group.</p>	<p>All new arrivals with little or no English. Pupils identified by EAL teacher as needing additional support to close the gap in attainment.</p>	<p>Basic vocabulary and language is developed. Pupils make at least good progress from the starting point. Pupils show increased ability to access the curriculum in the relevant year group.</p>	<p>Pupils make at least good with much outstanding progress (see internal data).</p>