

Stanton Bridge Primary School – Pupil Premium Expenditure 2020-2021.

1. Summary Information.					
School	Stanton Bridge Primary School				
Academic Year	2020-21	Total PP budget:	£190.990	Date of most recent PP External Review	N/A
Total number of pupils	383	Number of pupils eligible for PP Ever 6 / Service families / LAC	132 PP (34%), 136 FSM (36%) Service families 0, LAC 0 (0%)	Date for next internal review of this strategy	N/A

2. Current progress on exit		
Baseline Levels to EOY Y6	Pupils Eligible for Pupil Premium	
Expected Progress in Reading		
Expected Progress in Writing		
Expected Progress in Mathematics		
Current attainment on exit		
	Pupils eligible for Pupil Premium	National attainment (Year 6) for pupils not eligible for Pupil Premium
% of pupils attaining expected standards or above on exit	Footballer	Doctor

3. Barriers to future attainment (for pupils eligible for Pupil Premium)
In-school barriers

A.	Cumulative dysfluency in basic skills. Weak reading, writing and mathematics with some pupils unable to decode, infer and deduce. Inability to express themselves. Insufficient fluency in mental mathematics, number bonds, and timetables all of which has been further impacted due to COVID-19 lockdown.
B.	Some early career stage teaching staff.
C.	Lack of commitment to learning.
External barriers	
D.	Underachievement on entry
E.	Poor basic skills in family resulting in poor parental engagement.
F.	Lack of quality learning resources, and cultural capital.
G.	COVID – 19 resulting in poor attendance.

4. Desired outcomes		Success criteria
A.	To ensure that pupils make progress towards age related expectations from entry to exit in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> • Reading- <ul style="list-style-type: none"> ○ Almost all pupils across the school identified as having poor reading fluency and comprehension makes at least good levels of progress with some making accelerated progress in order to narrow the attainment gap. ○ Year 6- 70% of PP pupils to meet age related expectations (excludes the very low 5/17). • Writing- <ul style="list-style-type: none"> ○ ALL YEARS- Moderated teacher assessments demonstrate an improvement in pupils' writing closing gaps in their learning ○ Year 6- 65% of PP pupils to meet age related expectations (excluding 6/17). • Mathematics- <ul style="list-style-type: none"> ○ ALL YEARS- Pupils' to make at least good levels of progress with some making accelerated progress in order to narrow the attainment gap. ○ Year 6- 76-80% of PP students to meet age related expectations
B.	To ensure that staff are given the right level of support & training to help both their practice as practitioners in the classroom and well-being.	<ul style="list-style-type: none"> • Pupils make good progress in everyday lessons and know what to do to improve. • Learning is accurately matched to pupils' needs.
C.	A range of initiatives inspire learners through celebrations and rewards.	<ul style="list-style-type: none"> • Pupils complete their homework set on line. • Pupils use the on-line resources at least 3-4 time in a week.




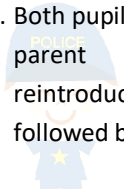

		<ul style="list-style-type: none"> Pupils become more committed to their learning goals and achieve both academically and socially.
D.	Baseline assessments support shape planning and teaching.	<ul style="list-style-type: none"> Baseline assessments are completed within first 2 weeks to accurately guide planning, teaching. All make at least good progress with many making accelerated progress.
E.	Parents respond to simple strategies to encourage learners to participate in learning tasks in and outside of school.	<ul style="list-style-type: none"> Parents attend workshops/individual meetings/videos conferences to support learners Parents know how they can support their children. Parents engage with school in order to help their child.
F.	To expose pupils to different learning experiences whilst minimising barriers.	<ul style="list-style-type: none"> Pupils attend a number of clubs. Pupils are given access to technology to ensure it removes learning barriers.
G.	Ensure attendance & punctuality can be at it maximum outside of COVID-9 reasons.	<ul style="list-style-type: none"> Pupils are punctual as well as have good attendance.

5. Planned expenditure



Academic year **2020-2021**

The 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



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?	Est. Cost	Impact (To be completed at review points through the year).
A- To ensure that pupils make progress towards age related expectations from entry to exit in Reading, Writing and Mathematics.	<p>A1. Reading</p> <p>1.1 Purchase and use L'Explore to support accurate identification of areas of development.</p> <p>1.1i Use the resources from the programme to plan, and teach supplemented by further resources in-house.</p>	1.1 The programme can identify a range of issues individual pupils may be facing that act as barriers to progress – fluency, particular phonemes they may be struggling with and comprehension. It too has a clever technology that tracks eye movement that can indicate other potential issues that can then be further investigated.	<p>1.1 Train two staff members to carry out the assessments and share these with all staff to shape future tailored teaching.</p> <p>1.1i. Track and monitor teaching, and pupil progress against the developmental targets.</p>	1.1. KP	1.1 Jan 2021.	<p>Programme: £</p> <p>Training time: X2 Teachers £440 Ass Staff release time: 220x1x5days=£1100 165x1x5days=£825</p> <p>Staff management time tracking progress</p>	

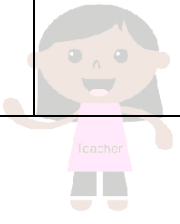
<p>1.2. Set up reading buddies involving both staff and pupils so that lowest 20% poor readers are heard read at least 4 times a week for 10mins per session.</p> <p>1.2i. Supplement existing list of age appropriate books to enrich the reading experience.</p> 	<p>1.2. Often pupils are not able to reach the end of their reading assessment papers due to their slow pace of reading. This task's key focus and goal is to help support reading fluency and pace through frequent practice. In addition, most of these pupils are not heard read at home, evident from the monitoring of their reading records.</p>	<p>1.2 Timetable of those involved in hearing readers will be generated and shared with all relevant staff so they and others know when who they are. Staff will be given clear guidance on how and what to do to ensure that this has the maximum impact on the desired outcome by choosing the right level of book. Each adult, will set a time that is convenient to them and the pupil Record of attendance and sticker having heard been read.</p>	<p>1.2 .KP</p>	<p>Dec 2020 Jan 2021 Feb 2021 Mar 2021 April 2021 May 2021 June 2021</p>	<p>throughout the year on reading fluency: £220 x 5days=£1100</p> <p>Audit, source, order and catalogue new books. 1xdays=£440 Stickers cost: £500</p> <p>Management time: ½ day each time: £80 x7, ½ days = £560</p>	
<p>1.3. Fresh Start from Read, Write Inc used as intervention for pupils who are unable to decode using phonics in upper KS2 and those who are new to the country/sch and older, can be taught away from younger set groups with pupils of their age.</p>	<p>1.3. Fresh start: A previous study done by EEF found progress of +3 months for all students on the programme. There is another trial currently on hold-results were due Spring 2020.</p> 	<p>1.3. The sessions will take place with trained staff in delivering.</p>	<p>RWInc Manager</p>	<p>Jan 2021</p>	<p>Fresh Start cost £1205.50</p> <p>Training materials/video on line - Management time: £220 x 1 day=£220</p> <p>Rewards cost: £1000</p> 	
<p>1.4 Use of Reading Eggs to develop reading comprehension in addition to in class teaching as homework.</p>	<p>1.4 Both parents and pupils have demonstrated enthusiasm of the usefulness and relevance of the</p>	<p>1.4. Both pupils and parent reintroduction, followed by tracking</p> 	<p>KP</p> 	<p>March 2021</p>		

		programme. Parental engagement (+3Mths EEF)	and monitoring usage and rewards.			
1.5 Implement strategies that develop a love for reading and expose pupils to a wide range of texts.	1.5 Pupils do not choose to read a range of genres and often do not have access to range of authors and texts outside of school. Reading will be built into the school day through the implementation of initiatives.	1.5. Pupils will be exposed to a love of reading modelled by staff whilst simultaneously being introduced to different genres and authors to develop a culture of reading for pleasure. 1.5i Staff will be given training and best practitioners will model for others on expected standards. 1.5ii Books will be selected for staff use so as to minimise time spent choosing, and maximise teaching time. 1.5iii Incorporate reading on teaching & assembly timetable	KP and Reading team.	Jan 2021		
A2. Writing 2.1 Set-up Spelling Bee and competition on-line.	2.1 Internal data indicates that the lowest performing pupils are not motivated to practice spellings. Where individuals are recognised & rewarded their results are	2.1 launch of the idea alongside timetable of event, giving out the spelling in advance to pupils to learn with weekly reminders and count down to the date of the completion.	Mentors alongside English manager	Competitions Jan 2021- Every month thereafter to July 2021.	£1000 Management time: £220 x 6days= £1,320	





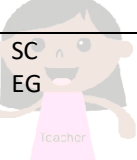
		<p>significant, as is attitude to learning.</p> 					
<p>2.2 Medium term plans are revised to include a range of additional texts to inform and inspire.</p> <p>2.2i More opportunities for independent writing are planned within units to allow creativity and independence to develop.</p> <p>2.2ii On-going assessment of writing is further developed to ensure that accurate AFL informs and shapes planning.</p>	<p>2.2 Monitoring indicates pupils write according to the models given to and developed with them and do not apply their own creativity and ideas to their writing.</p> <p>2.2i Current MTP's guide pupils towards a final piece of writing however this does not always provide the freedom to develop own style of writing. In order to further develop pupils' own style of writing they need further exposure to a range of texts and authorial styles.</p> <p>2.2ii Cold and warm writes are used to assess and inform planning, assessment grids are used however now need to be tightened to ensure that</p>	<p>2.2 Planning and delivery of lessons is monitored to ensure it is in line with expectations as set out in MTP.</p> <p>2.2i Pupil books will be monitored to observe the impact of initiatives. Model texts, training and support will be given to ensure that staff are able to deliver content appropriately.</p> <p>2.2ii Monitoring and moderation of pieces of writing will take place throughout the year to ensure accuracy.</p> <p>2.2iii Create a series of pre-recorded workshops to support teacher CPD and give staff particular timed sessions to go through the videos.</p>	<p>English manager</p>	<p>Autumn term 2 onwards, monitored throughout the units.</p>	<p>Management-time: $39\text{days} \times \pounds 220 = \pounds 8,580$ divided by 3 = $\pounds 2860$</p>		







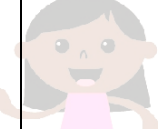
		<p>on-going assessment gives a more accurate judgement of pupils' progress throughout the year.</p> <p>2.2iii Staff knowledge and skills in writing will translate to good learning and progress in pupils' competency levels securing good progress.</p>				
<p>2.3 ICT programme Clicker 7 will be used to provide scaffold for EAL & SEN pupils to develop accurate sentence structure and development of spoken and written English.</p>	<p>2.3 Programme is a known method of supporting the least able due to features such as populated word banks with imagery and ability to read back to the pupils.</p> <p>Digital Technology (+4Mths EEF).</p>	<p>2.3 Training for staff of Clicker will be provided to all and then targeted specifically based on monitoring of use.</p> <p>All monitoring and evaluation will be carried out with a focus on use of resources to aid PPP learning.</p>	<p>BW All sub managers</p>	<p>Dec 2020</p>		
<p>2.4 Grammar is explicitly taught both in and out of context in order to further deepen pupils understanding and its impact on their writing.</p>	<p>2.4 Pupils grasp grammar taught in context within their writing unit, however often are not able to apply the skills in different or out of context.</p> <p>Pupils are often weak in this area especially due to EAL and generally language deprivation. Developing good standard English will secure better sentence</p>	<p>2.4 Audit of staff subject knowledge will be carried out with subsequent training in order to develop knowledge of grammar taught and pedagogy.</p> <p>2.4i Mini-test designed and implemented into the teaching units to reinforce understanding and application.</p> <p>2.4ii Time table into the weekly teaching time, specific SPAG sessions.</p>	<p>SC</p>	<p>Jan 2020</p>		

		structure and increase flow of writing.					
<p>2.5 PPP will be given a free writing session twice a week at the start of the day where they will be encouraged to write unconstrained with an appropriate stimuli and enticing resources to prompt writing.</p> 	<p>2.5 Local author who came into school 2 years ago stated that pupils' who are given time to simply write what they feel from a stimuli are more likely to produce work that is far more imaginative than when under structured pressures in every day lessons.</p> <p>2.5i Pupils often engaged with attractive 'special' resources that are meant just for them. This should prove to entice and prompt a desire to put pen to paper so to speak.</p>	<p>2.5 Time table in 'special time' so as to make a fuss of it and ensure it takes place.</p> <p>2.5i Purchase special resources – paper, novelty pencils and gel pens.</p> <p>2.5ii Images of different settings/mythical creatures/sports figures-famous people in action.</p> 					
<p>A3. Mathematics 3.1 CPA training provided for all staff to secure its use throughout all areas of mathematical teaching.</p>	<p>3.1 Pupils are not able to apply the skills learnt</p> <p>Footballer</p>	<p>3.1 Staff have been allocated additional timeout of class to undertake the training – on line short. Series of video clips.</p>	SS	Dec 2020	£129	<p>Management-time: 39 days x £220= £8,580 divided by 3= £2860</p>	
<p>3.2 Planning support provided for staff to ensure the developmental and progressive methodology of CPA.</p>	<p>3.2 Early career stage and staff new to school with no experience of CPA need support in planning for appropriate and well-timed use of strategy.</p>	<p>3.2 Maths Manager given management time to support planning, planning evaluations.</p> <p>Police</p>	SS	Jan 2021			



	3.3 TTRS is used for developing multiplication facts across the school.	3.3 TTRS is engaging and shown to increase speed and accuracy of times tables recall. Pupils are familiar with the programme and so now needs relaunching to further develop impact.	3.3 TTRS is online, pupils are tracked and monitored with rewards for engagement.		Feb 2021 and each month thereafter.		
	3.4 Focus on basic skills for mental recall of number bonds	3.4 Monitoring and assessments shows that pupils weakness in basic number skills impacts their ability to recall and use the skills with speed across the maths curriculum.	3.4 Maths manager given time to support planning for the inclusion of basic skills. Timetable rearranged to include specific sessions for mental recall of facts.				
	A4. Reading Writing, Mathematics. 4.1 One to one Tutoring in reading comprehension for least and most able pupils.	4.1 Small group Tuition (+4Mths EEF). Collaborative Learning (+5Mths EEF)	4.1 Identify all pupils from the assessment outcomes in Aut, create timetables a deploy relevant staff to carry out sessions outside of the English sessions	Core subject managers	Jan 2021	£30,000 approx.	
	4.2 Purchase home learning packs. CGP – isolation.	4.2 Home learning resources for children who do not have any or limited in accessing quality learning materials.	4.2 Monitor use by asking pupils to bring pack back into school.	SC	April, May, July 2021.	1.7 £1,496	
B. To ensure that staff are given the right level of support & training to help both their practice as practitioners in	B1. 1.1 Attach a member of staff to two in-experienced teachers and work with them in developing their practice using specifically identified	1.1 Early career stage teachers require a lot of support as noted by the DFE and publication of the draft 'Early Career Stage Framework' that will become statutory from Sept 2021. This document advocates at	1.1 A teacher with expertise in teaching will be employed 2.5 days a week to help support the weakest two staff members in the school. 1.1i All non-class based staff will be assigned to at least two staff across	HT to monitor all who are deployed.	Dec 2020, Jan, 2021 and then every month thereafter through to July 2021.	4 staff members average cost: 4staff x £230 x3days x 39 wks divided by 3 = £35,880	

the classroom and well-being	best practice to secure at least good T&L.	least two years of continuous support at various levels from classroom-based support to out of class non-contact time support.	the school (all early career stage staff) to support in planning, teaching, assessment. Timetable in to the teaching week.			B2. PE Coach to release teaching staff 1x £20,000		
	B2. 2.1 All staff will receive an additional half day out of class every fortnight whereby they will be focusing on getting their work with pupils' completed, participate in CPD relevant to their development.	2.1 Work-life balance advocated by DFE. People feel less pressure, are therefore more relaxed and focused on how best to support learners in class.	2.1 Staff to keep a record of activities completed during the extra time out and reflect on how this are helped their development and well-being.	Well-being team.	Dec 2020 Feb 2021 every 2 nd month thereafter.			
C. Lack of commitment to learning.	C1. All subject areas to have a series of rewards in place to recognise pupils' achievements in their learning and progress.	C1. Pupils who are given rewards for achieving their targets often thrive through such incentives.	C1. Pupils are consulted on what they would like to have as a rewards for their positive work commitment and achievements. C1.1 These are then acted upon by all core subject managers and share the system with all staff and pupils so that the end goal is clear.	SC KP SS	Jan/Feb 2021 March/Apr 2021 May/June 2021 July 2021	£6,000		
	C2 Announce achievement through a range of commination devices to entice others to make more effort in learning.	C2. Pupils and families hear of other pupils' achievements and develop a healthy competitive approach to learning.	C2 Assign three staff member who are skilled in using Twitter, Website, putting things in newsletter – office.	BW, EG & KP	Jan 2021 every fortnight thereafter.			
D. Baseline assessments support shape	D1. All pupils are tested on return to school and curriculum planning is	D1. COVID 19 and the lockdown has further widen the gap in learning and progress.	D1. Staff are given a guide of the basic skills learning objective and resources to consult in	SC EG	Oct ½ 2020. Dec 2020	Vast majority of work was carried out during lockdown.		

<p>planning and teaching.</p>	<p>redesigned to reflect next steps in learning.</p>	<p>In order to resume normal chronological age-linked curriculum, basic skills related gaps have to be addressed to help pupils reach a certain level of comfortable position in order to proceed with ARE.</p>	<p>order to plan their lessons for focused teaching. D1i.All M&E in the 1st ½ term will be based on securing basic skills progress.</p>			<p>Management time: 1staff x 1day at £220= £220</p>	
	<p>D2. Re-organise curriculum timetable to reinforce secure gaps in learning through a high focused approach on basic skills -3 Reading, Writing and Maths.</p>	<p>D2. Curriculum driven by gaps in learning and a more strategic approach to integrating and reinforcing learning through a consistent approach is likely to have a more significant impact on learners who require practice through repetition to embed learning.</p>	<p>D2. Weekly teaching time table will be tailored to secure repetition and integration of basic skills.</p>	<p>EG</p>	<p>Feb 2021</p>	  	
<p>E. Parents respond to simple strategies to encourage learners to participate in learning tasks in and outside of school.</p>	<p>E1. Introduce reading records and awards to parent through video and safe social distance mtgs.</p>	<p>E1&2. Partnership enables consistency of approach to building a community of learners & learning.</p>	<p>E 1&2 Give managers time to design and construct programmes for conveying strategies for supporting children at home.</p>	<p>SC SS KP & Technician.</p>	<p>Feb 2021 Apr 2021 June2021</p>	<p>Management time: £220 x 1 staff x4days =£880 x 4 staff = £3,520</p>	
	<p>E2. Create a series of workshop on how to support in: R, W & M.</p>	<p>Footballer</p> 			<p>Doctor</p> 		
<p>F. Lack of quality learning resources, and cultural capital.</p>	<p>F1. Offer IT equipment on loan to pupils who have none – laptops and sim cards for internet connection.</p>	<p>F1&2.Pupils who have essential leaning tools will be able to access learning opportunities as that of their better off peers.</p>	<p>F1&2. Survey to find out what pupils have or do not have at home. F1&2i. Hold mtg with family members.</p>	<p>W-B team</p> 	<p>Dec 2021 Review every month</p>	<p>F1. No additional costs internal laptops and DFE allocated ones. F2. £1,000</p>	



F2. Give resources for home learning opportunities – pencil, paper, crayons etc.

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F1&2ii. Agree resources to be supported in acquiring. Prepare and deploy resources.

F3. £40,000-£45,000

F3. Hold a range of different types of clubs including a family trip to a place of interest – museum, theatre, seaside, that supports family bonding and learning.



F3. Pupils develop broader knowledge and life skills through enriching experiences that may not have due to family financial circumstances

F3.
F3i. On organising any trips/clubs offer places to PPP & their families first.

F3ii. Offer without any payment towards trips, or at least a minimum of 50% discount dependent on actual cost of trip which could then mean a discount as high as 90% or more. Each case will be judged on individual circumstances.

F3ii. Continue to keep records on all family discounts as in previous years.

Crossing the Bridge to Success
Stanton Bridge Primary School

G. COVID – 19 resulting in poor attendance.

G1. Reintroduce attendance awards of the various levels, including £5 for 100% attendance each term.

G1. Monitoring of attendance demonstrates a proportion of PPP attendance as being below NA.

G1-3. Track, monitor and brief staff and pupils of progress towards achieving the goal so everyone is kept motivated.

Mentors - Mr. M

Termly 2020-2021.

G1. £3,000

G2. Special prizes for 100% attendance on term two and a extra special prize for 100% all year.

G2&3. Extrinsic motivation with a promise of something good gives pupils a goal to work towards



G1-3i. Share results in celebration.

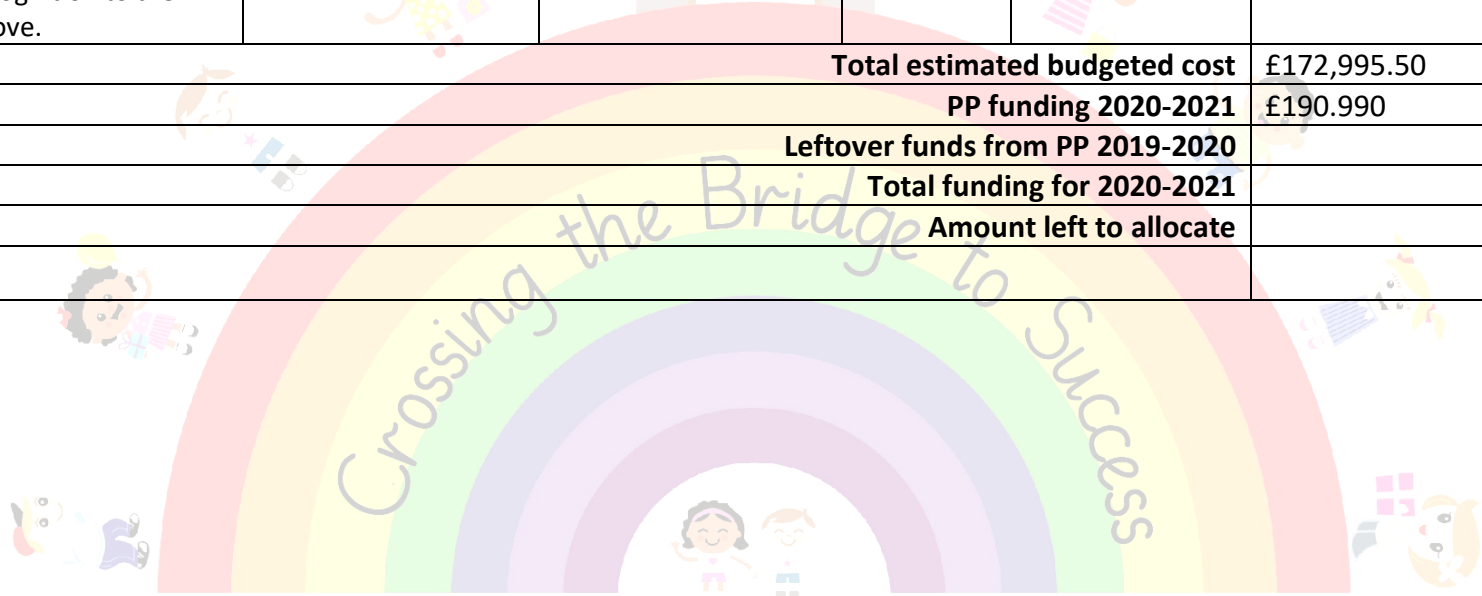
G1-3ii Track attendance daily, weekly and arrange



G2. £2,500

G3. £2,000

		achieving with prize at the end.	parental mtgs when things are going well as well as when there are dips.				
	G3. 100% attendance & punctuality get different forms of recognition to the above.						
Total estimated budgeted cost						£172,995.50	
PP funding 2020-2021						£190.990	
Leftover funds from PP 2019-2020							
Total funding for 2020-2021							
Amount left to allocate							



Stanton Bridge Primary School

Footballer



Police



Teacher



Doctor

