

Stanton Bridge Primary School  
Pupil Premium Strategy Statement 2019-2020.

Statement of intent

At Stanton Bridge we believe that every child deserves the opportunity to receive a rich and challenging curriculum more so because of their background and social inexperience's. Most of our pupils come from a very low baseline, both academically and socially. We feel it is our moral duty to enable every child to reach at least the basic foundations from which they can spring to further heights. Our pupil premium pupils are specifically targeted so as to ensure that not only do they receive the very best provision but a targeted, further enhanced provision. The funding will be used to target our most disadvantaged pupils to ensure that they reach at least the age-related expectation across reading, writing and maths. It is also used to across a range of different initiatives where it supports the families best in order to secure the best conditions for living and learning.

Summary Information

<u>Academic year</u>	2019-20	<u>Total PP budget</u>	£204,600	<u>Date of most recent PP review</u>	July 2019
<u>Total number of pupils</u>	423	<u>Number of pupils eligible for PP</u>	107	<u>Date for next review</u>	July 2020

## 2018-19 Review

### Attainment and Progress – National data – EYFS

	Pupils in receipt of PP funding		All pupils	
	Stanton Bridge	National (2017-18)	Stanton Bridge	National (2018)
Pupils achieving Good level of Development	58%	74%	72%	72%

### Attainment and Progress – National data – Year 1 Phonics check

	Pupils in receipt of PP funding		All pupils	
	Stanton Bridge	National (2017-18)	Stanton Bridge	National (2018)
Pupils passing the phonics screening check	84%	70%	85%	82%

### Attainment and Progress – National data – Year 2

	Pupils in receipt of PP funding		All pupils	
	Stanton Bridge	National (2017-18)	Stanton Bridge	National (2018)
Pupils achieving expected standard in Reading	73%	79%	82%	75%
Pupils surpassing expected standard in Reading	5%	29%	19%	25%
Pupils achieving expected standard in Writing	74%	74%	82%	69%

Pupils surpassing expected standard in Writing	0%	18%	21%	15%
Pupils achieving expected standard in Maths	79%	80%	84%	76%
Pupils surpassing expected standard in Maths	11%	25%	21%	22%

### Attainment and Progress – National data – Year 6

	Pupils in receipt of PP funding (26 pupils)		All pupils (55 pupils)	
	Stanton Bridge	National (2017-18)	Stanton Bridge	National - all (2019)
Pupils achieving expected standard in Reading	85%	80%	80%	73%
Pupils surpassing expected standard in Reading	46%	33%	42%	27%
KSI to KS2 progress score: Reading	Expected: 86% Surpassing: 48%		Expected: 86% Surpassing: 41%	
Pupils achieving expected standard in Writing	88%	83%	73%	78%
Pupils surpassing expected standard in Writing	8%	24%		20%
KSI to KS2 progress score: Writing	Expected: 86% Surpassing: 19%		Expected: 80% Surpassing: 9%	
Pupils achieving expected standard in Maths	88%	81%	82%	82%
Pupils surpassing expected standard in Maths	38%	28%	44%	27%

KSI to KS2 progress score: Maths	Expected: 86% Surpassing: 57%		Expected: 82% Surpassing: 50%	
Pupils achieving expected standard in Spelling, Grammar and Punctuation.	85%	82%	82%	65%
Pupils surpassing expected standard Spelling, Grammar and Punctuation.	58%	39%	55%	36%
Pupils achieving expected standard - combined R,W, M	86%		80%	65%

## Analysis of spending 2018-2019

Intervention	Criteria for selection	Impact	Overall outcome at end of academic year																													
<p><u>Reading intervention Year 1-6</u></p> <p><u>Weekly intervention run by TA's.</u></p>	<p>Pupils chosen based on 2017-18 end of year academic data – D3 pupils (1 step away from expected attainment).</p>	<p>Basic skills improved across the subjects. Pupils make at least expected progress. Gaps narrowed in expected attainment.</p>	<table border="1"> <thead> <tr> <th>Year group</th> <th>Number of PP pupils</th> <th>% achieving expected</th> <th>% making exp progress</th> <th>% making more than exp progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>19</td><td>69%</td><td>100%</td><td>77%</td></tr> <tr><td>3</td><td>19</td><td>48%</td><td>70%</td><td>60%</td></tr> <tr><td>4</td><td>26</td><td>60%</td><td>100%</td><td>89%</td></tr> <tr><td>5</td><td>24</td><td>60%</td><td>95%</td><td>86%</td></tr> </tbody> </table>	Year group	Number of PP pupils	% achieving expected	% making exp progress	% making more than exp progress	1	19	69%	100%	77%	3	19	48%	70%	60%	4	26	60%	100%	89%	5	24	60%	95%	86%				
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<p><u>Small group tutoring – SATs</u></p> <p>Year 2 pupils tutored by experienced teacher to close the gaps to achieving expected standard and greater depth.</p>	<p>Pupils selected by DHT in unison with class teachers.</p> <p>Grouped according to gaps in basic skills according to the most recent assessment point, amended as needed.</p>	<p>Basic skills improved across the subjects.</p> <p>Pupils show a more in depth understanding of knowledge and skills.</p> <p>Pupils monitored against relevant NC objectives in accordance with national guidelines.</p>	<p>Yr 2 moderated within cluster and local authority meetings.</p> <p><u>Reading:</u>  Reaching expected (5 pupils targeted): 100%  Expected progress: 100%</p> <p>Reaching GD (5 pupils targeted): 80%  Expected progress: 80%</p> <p><u>Writing:</u>  Reaching expected (5 pupils targeted): 100%  Expected progress: 100%</p> <p>Reaching GD (5 pupils targeted): 40%  Expected progress: 60%</p> <p><u>Maths:</u></p>
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			<p>Reaching expected (6 pupils targeted): 100%  Expected progress: 100%</p> <p>Reaching GD (3 pupils targeted): 33%  Expected progress: 67%</p>
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<p><u>Small group tutoring – SATs</u> Year 6 pupils tutored by DHT's to close the gaps to achieving expected standard and greater depth.</p>			<p>Yr 6 writing moderated by Local authority formal moderation visit.</p> <p><u>Reading</u> (8 pupils targeted): Reaching Exp: 6/8 pupils – 75% Expected progress: 100%</p> <p>Reaching GD: 9/9 pupils – 100% Expected progress: 100%</p> <p><u>Writing</u> (6 pupils targeted): Reaching expected: 5/6 pupils – 83% Expected progress: 100%</p> <p>Reaching GD: 1/3 pupils – 33% Expected progress: 100%</p> <p><u>Maths</u> (8 pupils targeted): Reaching expected: 7/8 pupils – 88% Expected progress: 100%</p> <p>Reaching GD: 9/9 pupils – 100% Expected progress: 89%</p> <p><u>SPaG</u> (9 pupils targeted): Reaching expected: 4/6 – 67% Expected progress: 100%</p> <p>Reaching GD: 9/9 pupils – 100% Expected progress: 100%</p>
<p><u>SEN Support</u></p> <p>Dedicated SEN member of staff delivering 1:1 and small group sessions.</p>	<p>Pupils identified by class teachers as needing SEN support. Pupils targeted according to individual requirements and recommendations by outside agencies.</p>	<p>SEN pupils make at least good progress – as specified for individual needs. Targeted support given in line with 1:1 needs of the pupil.</p>	<p>Expected+ progress: Year 1: R: 82% W: 75% M: 56% Year 2: R: 84% W: 83% M: 92% Year 3: R: 66% W: 71% M: 65% Year 4: R: 100% W: 100% M: 93%</p>

		Intervention and support given in line with targets and recommendations given by outside agencies.	Year 5: R: 70% W:76% M:74% Year 6: R: 86% W:84% M:77%
<p><u>Behaviour and wellbeing support</u></p> <p>Specialist sports coaches leading sports leaders during lunchtime. Activities delivered during play time and lunch time.</p> <p>Support offered to families in spending – uniform, holiday clubs, after school clubs, educational visits and enrichment.</p>	<p>Behaviour manager identifies pupils who exhibit challenging behaviour.</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. Positive feedback from pupils voice. Good to be green analysis shows improvement for identified pupils.</p> <p>Pupil questionnaire results.</p>	<p>Behaviour incidents across school have decreased – staff survey shows that a very large majority of staff (98%) agree behaviour is good, with 81% strongly agree.</p> <p>Pupil questionnaire: 99% of pupils agree that they feel safe at school (86% strongly agree) 92% of pupils agree that behaviour around school and on the playground is good.</p>

## Planned expenditure 2019-20

### Quality of teaching and targeted support.

Quality of teaching and targeted support.					
Desired outcome	Action	Evidence, rationale and costings	Monitoring	Staff	Review
<p>Increase progress writing</p> <p>Increase progress in maths</p>	<p>Intervention groups led by TA's across years 1-6</p> <p>Small group sessions for EAL/new arrivals.</p>	<p>Pupils identified initially as 'D3' in 2018-19 end of year assessment.</p> <p>Intervention: 12x TA's @ £11.70 x 2hrs/week = £11,232</p>	<p>Planning trawls</p> <p>Book trawls</p> <p>Intervention drop-ins</p> <p>Data monitoring and pupils progress reviews.</p>	<p>All teachers &amp; TAs</p> <p>Writing manager</p> <p>Maths manager</p> <p>DHT's &amp; Phase leaders.</p>	<p>Review:</p> <p>End of Autumn term then half termly after. Amend in line with pupil progress meetings.</p> <p>Monitor planning and delivery of sessions at 3 -4 weekly intervals.</p>
<p>Increase progress in reading</p>	<p>Wobbly wallet intervention for RWI</p> <p>Reading recovery interventions to develop fluency and comprehension.</p>	<p>Pupils identified on a daily, session by session basis as needing intervention to secure phonic knowledge.</p> <p>Pupils identified initially as 'D3' in 2018-19 end of year assessment – reading recovery used to bridge gaps.</p> <p>1x TA @ £11.70x 3hrs/week = £140+</p>	<p>Data monitoring and pupil progress reviews.</p> <p>RWI monitoring</p> <p>Reading recovery data analysis</p>	<p>Reading manager</p> <p>RWI manager</p>	<p>RWI assessments half termly, groups amended accordingly.</p> <p>RWI manager weekly monitoring – amend groups on the spot in line with pupils progress.</p> <p>Reading recovery groups assessed and amended half termly.</p>
<p>Develop reading for pleasure</p>	<p>1:1 reading support across Reception – year 6.</p> <p>Further develop home readers to ensure texts are engaging.</p> <p>Home reading rewards and celebrations.</p> <p>Introduction of online reading system to support home readers.</p>	<p>Pupils have lower than average reading fluency (Data)</p> <p>Award system to encourage parental engagement.</p> <p>£8000 resourcing</p>	<p>Fluency (words per minute) tracking</p> <p>Reading records</p> <p>Celebrations assemblies and display</p>	<p>Reading manager</p> <p>RWI manager</p>	<p>Fluency: Autumn 1 baseline.</p> <p>Re-assess end of Spring and end of Summer.</p> <p>Reading support on-going, monitoring of progress half termly.</p> <p>Reading awards half termly.</p>

Close the gaps in reading	Teachers/TA's utilised to address the gaps in learning/misconceptions linked to previous knowledge and understanding.	Guided reading and comprehension provision redesigned to develop pupils comprehension. Reading identified as focus for cluster work with local	Planning trawls Pupil voice Learning walks and lesson monitoring. Data tracking Parental feedback	Reading manager RWI manager All class teachers and TAs	On-going monitoring of delivery. Data analysis termly in line with assessments. Parent feedback after sessions to in-form next steps.
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	Specialist staff deployed to intervene	schools – oracy project, reading review. Parent workshops to develop parental support in RWI and home reading.  Readers: 14x TA's @ £11.70x 1 hr/week = £6552 Parent workshops: £18,000 resourcing inc adults.			
Develop pupils' key knowledge and understanding in targeted areas.	Speaking and listening: Cluster oracy project to continue. Parent workshops to develop storytelling in the home. Focus on traditional tales and nursery rhymes.	Pupils are chosen according to baseline data collected in September.  Target groups are amended and allocated support throughout the year as needed.	Pupil voice Lesson observations/drop-ins Learning walks Data tracking Parental feedback	EYFS manager EYFS team	Parent workshops reviewed after each session.  Data tracking at key assessment times as well as continually through use of learning journals and observations.
	Reading RWI workshops for parents to ensure pupil support at home. Resources given to support at home. Additional resources purchased to support reading and phonics.	Parent workshops: £18,000 resourcing inc. adults.			

	<p>Number Number threaded through all activities and areas. Resources purchased to support development of knowledge, understanding and skills within number.</p> <p>Shape, space and Measures Activities and provision redesigned to further support shape space and measure.</p>				
<p>Develop confidence and self esteem</p> <p>Develop provision for supporting mental and physical well-being</p>	<p>Weekly groups run with learning mentors. Specialist training for supporting mental health, bereavement</p>	<p>Pupils arriving in school with increasing social, mental and physical needs. Pupils from families in severe deprivation, refugees, DV etc</p> <p>Mentor training: £8,000</p> <p>1x mentor @ £15.76 x 6hrs/wk = £3,782.40</p> <p>1x TA @ £11.70 x 4hrs/wk = £1,872</p>	<p>Learning mentor files</p>	<p>Senior learning mentor Learning mentor</p>	<p>Monitoring of delivery – ongoing. Termly analysis of pupil groups. On the spot amendments of groups and sessions according to need.</p>
<p>Raise aspirations of highprofile pupils.</p>	<p>Home visits by learning mentors to attendance and punctuality of PPP.</p>	<p>Pupils identified as high profile due to family circumstances. Below 85% attendance or are regularly late for school.</p> <p>£20,000</p>			

<p>Dedicated SEN member of staff delivering 1:1 and small group sessions.</p>	<p>Weekly groups run with SEN TA developing support for PPP based on individual need. Collaboration with outside agencies and services.</p>	<p>Pupils allocated support according to need and recommendations from services where involved.</p> <p>1x HLTA @£12.18/hr x 7hrs/wk = £3,410.40</p>	<p>SEN records and files</p>	<p>SENDCo SEN TA</p>	<p>Monitoring of provision SEN data analysis Provision mapping and timetables</p>
<p>Additional resourcing.</p>	<p>Parents and families receive support for purchasing school uniform, school meals, accessing educational visits and access to resources such as food where required.</p>	<p>Parents and families have access readily available through school staff. Induction discussions reveal families that may need support. Learning mentor team identify pupils and families throughout the year.</p> <p>£101,037</p>	<p>Induction files Learning mentor files Parent feedback</p>	<p>Learning mentor team Induction manager SLT</p>	<p>Monitoring and allocation throughout the year. Inductions throughout the year.</p>