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

1. Summary Information.							
School	Stanton Bridge Pi	rimary School					
Academic Year	2020-21	Total PP budget:	£190990	Date of most recent PP	N/A		
				External Review			
Total number of pupils	383	Number of pupils eligible for PP	132 PP (34%), 136 FSM (36%)	Date for next internal	N/A		
		Ever 6 / Service families / LAC		review of this strategy			

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 attainme <mark>nt (Year 6) for pupi</mark> ls not eligible for Pupil Premium
% of pupils attaining expected	
standards or above on exit	Stanton Bridge Diches and School
stational as of above off exti	Stanton Bridge Primary School

3.	3. Barriers to future attainment (for pupils eligible for Pupil Premium)						
ln-sc	hool 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.						
Exter	rnal barriers						
D.	Underachievement on entry						

LIMIVEDSITY

E.	Poor basic skills in family resulting in poor parental engagement.	ONIVERSIT
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.	 Reading- 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- 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- 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.	 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.	 Pupils complete their homework set on line. Pupils use the on-line resources at least 3-4 time in a week. Pupils become more committed to their learning goals and achieve both academically and socially. 			
D.	Baseline assessments support shape planning and teaching.	 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.	 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.	 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.	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 NOTE: actions are colour coded, some actions were affected by forced school closures.

Action completed

Action partially completed

Action partially comp Action not completed	leted					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is Staff lead implemented well?	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.	Al. Reading I.I Purchase and use L'Explore to support accurate identification of areas of development. I.li Use the resources from the programme to plan, and teach supplemented by further resources in-house. I.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 IOmins per session. I.2i. Supplement existing list of age appropriate books to enrich the reading experience.	I.I 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. I.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	I.I Train two staff members to carry out the assessments and share these with all staff to shape future tailored teaching. I.li. Track and monitor teaching, and pupil progress against the developmental targets. I.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 dear guidance on how and what to do to ensure that this has the maximum impact on the desired outcome by choosing the	Dec 2020 Jan 2021 Feb 2021 Mar 2021 April 2021 May 2021 June 2021	Programme: £ Training time: X2 Teachers £1+40 Ass Staff release time: 220xlx5days=£1100 165xlx5days=£825 Staff management time tracking progress throughout the year on reading fluency: £220 x 5days=£1100 Audit, source, order and catalogue new books. lxdays=£4+0 Stickers cost: £500	Reading KSI Attainment: % Making expected or above at the end of KSI: 82% % Making GD at the end of KSI: 18% Progress: % Making expected or more progress at the end of KSI: 89% % Making more than expected progress at the end of KSI: 83% Reading KS2 Attainment: % Making expected or above
		home, evident from the monitoring of their reading records.	right level of book.		Management time: day each time:	at the end of KS2: 77%

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of texts. by staff whilst simultaneously being introduced to different genres and authors to develop a culture of reading for pleasure. I.5i Staff will be given training and best practitioners will model for others on expected standards. I.5ii Books will be selected for staff use so as to minimise time spent choosing, and					Jan 2021		
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through the implementation of initiatives. 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			genres and authors to develop	1 0001 0			
through the implementation of initiatives. I.5i Staff will be given training and best practitioners will model for others on expected standards. I.5ii Books will be selected for other staff use so as to minimise time spent choosing, and			a culture of reading for	_	1		
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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			processor c.				
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		Footballer	1.5i Staff will be given		Joctor -		
will model for others on expected standards. 1.5ii Books will be selected for other staff use so as to minimise time spent choosing, and							
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staff use so as to minimise time spent choosing, and		y y		cher	U y		
time spent choosing, and				01001			
		T ATA			+		
maximise teaching time.							
Teacher Teacher			maximise teaching time.				
Teacher Teacher							

	A.0	1.5iii Incorporate reading on teaching & assembly timetable				
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 significant, as is attitude to learning.	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	Writing K Attainment: % Making expected of at the end of KSI: % Making GD at the KSI: 6%
revised to include a range of additional texts to inform and inspire. 2.2i More opportunities for independent writing are	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.	2.2 Planning and delivery of lessons is monitored to ensure it is in line with expectations as set out in MTP. 2.2i Pupil books will be	English manager	Autumn term 2 onwards, monitored throughout the units.	Management-time: 39daysx£220= £8,580 divided by 3= £2860	Progress: % Making expected of progress at the end 89% % Making more that expected progress at of KSI: 83%
2.2ii On-going assessment of	2.2i Current MTP's guide pupils towards a final piece of writing however this does not always provide the freedom to	monitored to observe the impact of initiatives. Model texts, training and support will be given to ensure that staff are able to deliver content		255		Writing K Attainment:
ensure that accurate AFL informs and shapes planning	develop own style of writing. In order to further develop pupils' own style of writing they need further exposure to	appropriately. 2.2ii Monitoring and moderation of pieces of	nary	Sch	ool	% Making expected at the end of KS2 % Making GD at t KSI: 18%
	a range of texts and authorial styles. 2.2ii Cold and warm writes are used to assess and inform planning, assessment grids are	writing will take place throughout the year to ensure accuracy.		Doctor		Progress: % Making expected progress at the end 96%
	used however now need to be tightened to ensure that on-going assessment gives a more accurate judgement of pupils' progress throughout the year.	POLICE	cher	+		% Making more the expected progress at of KS2: 96%

2.3 ICT programme Clicker 7	2.3 Programme is a known	2.3 Training for staff of	BW	Dec 2020		
will be used to provide scaffold	method of supporting the least	Clicker will be provided to all	All sub	200 2020		
for EAL & SEN pupils to	able due to features such as	and then targeted specifically	managers			
develop accurate sentence	populat3ed word banks with	based on monitoring of use.				
structure and development of	imagery a <mark>nd abili</mark> ty to read	and the manager and the control of t		30		
spoken and written English.	back to the pupils.	All monitoring and evaluation				
special contact of contact in special		will be carried out with a	4			
	Digital Technology (+4-Mths	focus on use of resources to				
	EEF).	aid PPP learning.		t t		
2.4 Grammar is explicitly	2.4 Pupils grasp grammar	2.4 Audit of staff subject	SC	Jan 2020	407	
taught both in and out of	taught in context within their	knowledge will be carried out				
context in order to further	writing unit, however often	with subsequent training in)	
deepen pupils understanding	are not able to apply the skills	order to develop knowledge of				
and its impact on their	in different or out of context.	grammar taught and	e x		<u> </u>	
writing.		pedagogy.	60		o i	
32 32		2.4i Mini-test designed and			101	
		implemented into the teaching				
		units to reinforce				
		understanding and application.		50		
A3. Mathematics	3.1 Pupils are not able to apply	3.1 Staff have been allocated	SS	Dec 2020	£129	Maths KSI
3.1 CPA training provided for	the skills learnt	additional timeout of class to		O		
all staff to secure its use		undertake the training — on		S.	Management-time:	Attainment:
throughout all areas of		line short. Series of video clips.		S	39 days x £220=	% Making expected or above
mathematical teaching.		*			£8,580 divided by	at the end of KSI: 82%
3.2 Planning support provided	3.2 Early career stage and	3.2 Maths Manager given	SS	Jan 2021	3= £2860	
3 11 1	staff new to school with no	management time to support	33	Jan 2021		% Making GD at the end of
for staff to ensure the	experience of CPA need support	planning, planning evaluations.	m.a.rl	L OCH.	DOL.	KSI: 18%
developmental and progressive	in planning for appropriate	planting, planting evaluations.				
methodology of CPA.	and well-timed use of strategy.					Progress:
3.3 TTRS is used for	3.3 TTRS is engaging and	3.3 TTRS is online, pupils are	-	Feb 2021 and		% Making expected or more
•	shown to increase speed and	tracked and monitored with		each month		progress at the end of KSI:
developing multiplication facts	accuracy of times tables recall.	rewards for engagement.	l.	thereafter.		94%
across the school.	Pupils are familiar with the					0/ N/ I:
	programme and so now needs	Dulius —		-00-		% Making more than
	relaunching to further develop	Police Tea	cher	0 4		expected progress at the end of KSI: 89%
	impact.		Crter			0 K31. 0-1/0
3.4 Focus on basic skills for	3.4 Monitoring and	3.4 Maths manager given time		+		Maths KS2
mental recall of number bonds	assessmen <mark>ts</mark> shows that pupils	to support planning for the	0			<u>iviains KSZ</u>
201000	weakness in basic number skills	inclusion of basic skills.				
	impacts their ability to recall	Timetable rearranged to				Attainment:
•			leacher	•		

		and use the skills with speed	include specific sessions for				% Making expected or above
	A4. Reading Writing,	across the maths curriculum.	mental recall of facts. 4.1 Identify all pupils from the	Core sub ject	Jan 2021	£30,000 approx.	at the end of KS2: 85%
	Mathematics.	4.1 Small group Tuition (+4Mths EEF).	assessment outcomes in Aut, create timetables a deploy	managers	Jan 2021	130,000 approx.	% Making GD at the end of
	4.1 One to one Tutoring in	(++ivius LLi 7.	relevant staff to carry out				KS2: 30%
	reading comprehension for	Collaborative Learning	sessions outside of the English	4			Progress:
	least and most able pupils.	(+5Mths EEF)	sessions				% Making expected or more
		,,,,,,,,			t .		progress at the end of KS2:
	4.2 Purchase home learning	4.2 Home learning resources	4.2 Monitor use by asking	SC	April, May, July	1.7 £1,496	94%
	packs. CGP — isolation.	for children who do not have	pupils to bring pack back into		2021.		1170
	•	any or limited in accessing	school.)	% Making more than
		quality learning materials.	No Drido				expected progress at the end
		, , ,	Ye	e x		<u> </u>	of KS2: 94%
B.	BI.	1.1 Early career stage teachers	I.I A teacher with expertise in	HT to monitor	Dec 2020,	4 staff members	Ť
To ensure that staff	I.I Attach a member of staff	require a lot of support as	teaching will be employed 2.5	all who are	Jan, 2021 and	average cost:	
are given the right	to two in-experienced teachers	noted by the DFE and	days a week to help support the	deployed.	then every month	4staff x £230	
level of support &	and work with them in	publication of the draft 'Early	weakest two staff members in		thereafter	x3days x 39 wks	
training to help both	developing their practice using	Career Stage Framework' that	the school.		through to July	divided by 3 =	
their practice as	specifically identified best	will become statutory from	I.Ii All non-class based staff		2021.	£35,880	
practitioners in the	practice to secure at least good	Sept 2021. This document	will be assigned to at least two		Ø		
classroom and well-	T&L.	advocates at least two years of	staff across the school (all		Ú.	B2. PE Coach to	
being		continuous support at various	early caree <mark>r stag</mark> e staff) to		S	release teaching	
		levels from classroom-based	support in planning, teaching,			staff	
		support to out of class non-	assessment.			lx £20,000	
	C+	contact time support.	Timetable in to the teaching		C_{-1}		
	- O (nalon Dr	week.	mari	L ach	DOL.	
	B2.	2.1 Work-life balance	2.1 Staff to keep a record of	Well-being	Dec 2020		
	2.1 All staff will receive an	advocated by DFE. People feel	activities completed during the	team.	Feb 2021 every		
	additional half day out of	less pressure, are therefore	extra time out and reflect on		2 nd month		
	class every fortnight whereby the will be focusing on getting	more relaxed and focused on how best to support learners in	how this are helped their development and well-being.		thereafter.		
	their work with pupils'	class.	aevelopment and well-being.	l.	Doctor		
	completed, participate in CPD	class.					
	relevant to their development.	6000	Dalina —	1	-0,0		
C. Lack of	CI. All subject areas to have a	CI. Pupi <mark>ls who a</mark> re given	CI. Pupils are consulted on	SCLE	Jan/Feb 2021	£6,000	
commitment to	series of rewards in place to	rewards for achieving their	what they would like to have	KP	330071 35 2021	23,000	
learning.	recognise pupils' achievements	targets often thrive through	as a rewards for their positive	SS	March/Apr 2021		
wood thing.	in their learning and progress.	such incentives.	work commitment and	0			
	JIJ		achievements.		May/June 2021		
			CI.I These are then acted upon				
			by all core subject managers	bacher	July 2021		
			, 5				•

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			and share the system with all			
			staff and pupils so that the			
	C2 A 1: +	C2 D : 1 1: 1	end goal is clear.	BW, EG &KP	1 2021	
	C2 Announce achievement	C2. Pupils and families hear of other pupils' achievements	C2 Assign three staff member who are skilled in using	BVV, EG &KP	Jan 2021 every fortnight	
	through a range of commination devices to entice				3	
	others to make more effort in	and develop a healthy	Twitter, Website, putting things in newsletter — office.		thereafter.	
	learning.	competitive approach to learning.	inings in newsietter – of fice.			
D. Baseline	DI. All pupils are tested on	DI. COVID 19 and the	DI. Staff are given a guide of	SC	Oct 0 2020.	Vast ma jority of
assessments support	return to school and	lockdown has further widen	the basic skills learning	EG	Oct 1 2020.	work was carried out
''	curriculum planning is	the gap in learning and	objective and resources to	LG	Dec 2020	during lockdown.
shape planning and	redesigned to reflect next steps	progress. In order to resume	consult in order to plan their		Dec 2020	during tocknown.
teaching.	in learning.	normal chronological age-linked	lessons for focused teaching.			
	10 took 100 tg.	curriculum, basic skills related	DIi.All M&E in the 1st 1st term	0 1		
		gaps have to be addressed to	will be based on securing basic			
	0,	help pupils reach a certain	skills progress.	0		10:
		level of comfortable position in	J		'	Management time:
	- Office 3	order to proceed with ARE.				Istaff x Iday at
	D2. Re-organise curriculum	D2. Curriculum driven by	D2. Weekly teaching time table	EG	Feb 2021	£220= £220
	timetable to reinforce secure	gaps in learning and a more	will be tailored to secure		5	
	gaps in learning through a	strategic approach to	repetition and integration of		8	
	high focused approach on basic	integrating and reinforcing	basic skills.		10	
	skills - 3 Reading, Writing and	learning through a consistent			(i)	
	Maths.	approach is likely to have a	***************************************			9
		more significant impact on	77 7 7			
	CT	learners who require practice				
	Sto	through repetition to embed learning.	idge Prir	naru	Sch	ool
E. Parents respond	El. Introduce reading	El&2. Partnership enables	E 1&2 Give managers time	SC	Feb 2021	Management time:
to simple strategies	records and awards to	consistency of approach to	to design and construct	SS	Apr 2021	£220 x 1 staff
to encourage	parent through video and	building a community of	programmes for conveying	KP	June2021	x4-days =£880 x 4-
learners to	safe social distance mtgs.	learners & learning.	strategies for supporting	&	Joctor	staff = £3,520
participate in	335 6 36 333 333 333 733 773 33	teath for a contracting.	children at home.	Technician.		30077 20,020
learning tasks in	E2. Create a series of		Gillaren at Home.	1 001 11 10 10 10 11 11		
and outside of	workshops on how to support		Police Too			
school.	The state of the s		lea	crier		
5G 1001.	in: R, W & M.		POLICE		+	
E :+	1	Ele 2 Dunilla de la constant	F1&2. Survey to find out what	W-B team	Dec 2021	F1. No additional
F. Lack of quality	FI. Offer IT equipment on loan to pupils who have none —	F182. Pupils who have essential leaning tools will be able to	pupils have or do not have at	VV-D team	Dec 2021 Review every	
learning resources,	laptops and sim cards for	access learning opportunities as	home.		month	costs internal laptops and DFE allocated
and cultural capital.	internet connection.	that of their better off peers.	rionie.	pacher	TILUTLIFL	ones.
	arrestree Constections.	unit of their better off peers.				uica.

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			FI&2i. Hold mtg with family		F2 . £1,000
	F2. Give resources for home		members.		
	learning opportunities — pencil,	-04	F182ii. Agree <mark>resources</mark> to be		F3 . £30,000-
	paper, crayons etc.		supported in acquiring.		£35,000
		88.4	Prepare and deploy reso <mark>urces.</mark>	6.0	
	F3. Hold a range of different	F3. Pupils develop broader	F3.		
	types of clubs including a	knowledge and life skills	F3i. On organising any		
	family trip to a place of	through enriching experiences	trips/clubs offer places to PPP	*	
	interest — museum, theatre,	that may not have due to	& their families first.		
	seaside, that supports family bonding and learning.	family financial circumstances	F3ii. Offer without any		
	bortaing and tearning.		payment towards trips, or at	1	
			least a minimum of 50%		
		7	discount dependent on actual	0 1	
	(0)	.00	cost of trip which could then		100
			mean a discount as high as		
	300	50	90% or more. Each case will		
	/	3	be judged on individual	5	
		3	circumstances.		
			F3ii. Continue to keep records	8	
	N(0)		on all family discounts as in	N N	
			previous years.	S	
G . COVID - 19	GI. Reintroduce attendance	GI. Monitoring of	GI-3. Track, monitor and	Mentors - Termly 2020-	GI. £3,000
resulting in poor	awards of the various	attendance demonstrates a	brief staff and pupils of	Mr. M 2021.	1
attendance.	levels, including £5 for	proportion of PPP	progress towards achieving	on a lail Sala	
	100% attendance each	attendance as being below	the goal so everyone is kept	ITLULTU SCIL	G2. £2,500
	term.	NA.	motivated.		
			GI-3i. Share results in		
	G2. Special prizes for 100%	G2&3. Extrinsic motivation	celebration.		G3. £2,000
	attendance on term two and	with a promise of something	GI-3iiTrack attendance	Doctor	
	a extra special prize for	good gives pupils a goal to	daily, weekly and arrange		
	100% all year.	work towards achieving with	parental mtgs when things		
	J ·	prize at the end.	are going well as well as		
	G3. 100% attendance &	F	when there are dips.	cner	
	punctuality get different		when there are alps.	+	
	forms of recognition to the	7 77			
			600	- 0	
	above.			Total estimated budgeted cost	(172 ddE EO
			Y X Y		
				PP funding 2020-2021	£190.990



