

***Staple Hill Primary School  
Pupil Premium Strategy 2017-18***



*Learning Together to make a Positive Difference*

## Staple Hill Primary School Pupil Premium Strategy 2017-18

[Updated 5/05/18]

At Staple Hill Primary, we are dedicated to securing the best education for each individual pupil so that they reach their full potential, academically and socially. We demand high expectations for all pupils and continually strive to ensure that no pupil is left behind in their learning. Our school values underpin our learning culture. At Staple Hill Primary, to make a positive difference we:

- learn together/are collaborative [Topaz Power]
- are respectful [Sapphire Power]
- are kind [Ruby Power]
- are responsible [Diamond Power]
- are positive [Emerald Power]

The school serves the ward of Staple Hill which has been identified as having high levels of child poverty: Staple Hill itself has 23.49% of children coming from disadvantaged backgrounds [November 2016, <http://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>]. In evaluating how to spend the Pupil Premium allocation, we look at the barriers faced by disadvantaged pupils in the context of our school and focus spending on addressing these barriers to learning. The strategies and resources are adapted to meet the needs of each pupil and address the barriers that may be unique to their particular circumstance. In order to facilitate this, we are committed to building the capacity and expertise of all staff to enable us to provide a highly personalised programme of support which allows each child to reach their full potential.

Our target key outcome is to diminish the differences in achievement between disadvantaged pupils and others by using our Pupil Premium allocation effectively. **With regards to historic data for our disadvantaged pupils, at Staple Hill Primary, the following is true:**

### Data Headlines

**FSM:** The school is in the second quintile (top 20%) for FSM and has been well above the National figures for the past three years.  
2017 30% vs 24% NA

The school's **deprivation indicator** is in the second quintile (top 20%) and is in line with the national.

## EYFS

2015 - 79%, 2016 - 53% (69%), 2017 - 73% (71%)

Outcomes have improved from the 2016 dip from significantly below to in line with national figures in 2017. Data and targets predict that the 2018 cohort are on track to again be in line or above national figures. This is good progress given the large group of pupils who enter school below typical and/or with low levels of spoken English.

## Year 1 phonics

2015 - 82% (77%), 2016 - 86% (81%), 2017 - 74% (81%)

- There is a two-year trend of only half of the disadvantaged pupils achieving the desired outcomes
- Phonics is a priority for 2017/18 especially for disadvantaged

## Year 2 Outcomes

### Reading

EXS = 2016 - 68% (74%), 2017 - 74% (76%)      GDS = 2016 - 14% (44%), 2017 - 12% (25%)

- Disadvantaged - 50% (3 out of 6) pupils achieved EXS. In 2016 71% (10 out of 14) achieved EXS above the all However this is due to small numbers and their impact on percentages.
- Boys reading, disadvantaged and Greater Depth are a priority for 2017/18

### Writing

EXS = 2016 - 61% (65%), 2017 - 74% (68%)      GDS = 2016 - 5% (13%), 2017 - 9% (16%)

- Disadvantaged - 50% (3 out of 6) pupils achieved EXS. In 2016 64% (9 out of 14) achieved EXS above the All. However, this is due to small numbers and their impact on percentages. Although disadvantaged pupils achieved less well in 2017 this is not a trend of underachievement in KS1.

## Maths

EXS = 2016 - 64% (73%), 2017 - 74% (74%)      GDS = 2016 - 9% (18%), 2017 - 12% (21%)

- Disadvantaged - 67% (4 out of 6) pupils achieved EXS. In 2016, 71% (10 out of 14) achieved EXS above the All. This is not a trend of underachievement in KS1.

## Year 6 KS2 Outcomes

### Reading

- Disadvantaged - 2016 - 33% (8 out of 24) achieved EXS a 39% difference from all non-disadvantaged pupils nationally. With 0% GDS with a progress score of -3.36. **A significant improvement in 2017 to 70% (16 out of 23)** a gap of only 7% from the group non-disadvantaged and above the national All figure. Progress for disadvantaged pupils in 2017 was in line with all at **+0.36**.

### Writing

- Disadvantaged - 2016 - 13% (3 out of 24) achieved EXS a 66% difference from all non-disadvantaged pupils nationally. With 0% GDS with a progress score of -12.88. **A significant improvement in 2017 to 70% (16 out of 23)** to a gap of 11% from the group non-disadvantaged. **Progress for disadvantaged pupils in 2017 was above All at +-0.54.**
- LAC - in 2017 the one looked after pupil achieved EXS and a progress score of **+3.70**.

### Mathematics

- Disadvantaged - 2016 - 25% (6 out of 24) achieved EXS a 51% difference from all non-disadvantaged pupils nationally. With 4% GDS with a progress score of -5.34. **A significant improvement in 2017 to 70% (16 out of 23)** a gap of 10% from the group non-disadvantaged. Progress for disadvantaged pupils in 2017 was stronger than the group All at -2.65.
- LAC - in 2017 the one looked after pupil **did not achieve EXS and a progress score of -2.49.**

At Staple Hill Primary, our focus is to remove the differences in attainment for these pupils and provide them with every opportunity to catch up and attain as well as the less disadvantaged pupils, as well as raise their aspirations and inevitably life chances.

*In order to diminish the differences between disadvantaged pupils and others, we will ensure that:*

- A high profile is given to disadvantaged pupils
- All staff are accountable for the progress of disadvantaged pupils
- Pupil Premium funding is used to target the specific barriers holding children back
- Catch up and booster programmes are in place to accelerate progress of all disadvantaged pupils

The progress and attainment of all pupils at Staple Hill Primary is carefully tracked and analysed using a wide evidence base which is triangulated in order to draw conclusions and develop action plans. The evidence includes rigorous monitoring in the form of lesson observations; learning walks; book scrutiny; pupil conferencing; pupil progress meetings and data analysis. Accountability is secured through appraisal, three termly data drops and Pupil Progress Meetings when Senior Leaders discuss data, progress and learning barriers for each pupil with Class Teachers and examine next steps to secure accelerated progress for each individual. We will also work very closely with parents/carers, the LA and local cluster schools.

Our funding priorities for 2017 - 2018 identify four key areas which, through rigorous improvement, will address the barriers to learning identified for our Pupil Premium pupils:

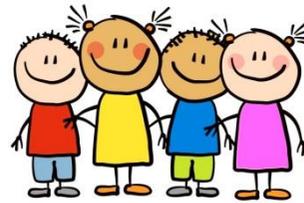
1. **Raising the standard of Quality First Teaching**
2. **Attendance**
3. **Raising aspirations of our pupils**
4. **Improving Behaviour for Learning & Wellbeing**

Outlined below are areas of support for disadvantaged pupils that are currently identified to ensure the four key areas are addressed. This strategy statement will be due for review September 2018. All evidence used can be found in links at the end of the document

The Pupil Premium [PP] is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. Our current funding is **£129,965** in total. The funding per child is £1300, £1900 [for PP Plus pupils] and £300 [Children in Service]. Estimated costs have been allocated as outlined in the 2017-18 PP Budget document, although spending is subject to change as additional barriers to learning emerge. This funding may also be topped up, in order to further meet the needs of disadvantaged pupils.

### **Green Provisions**

Provisions supporting pupils' academic progress and securing Quality First Teaching e.g. one to one tuition, homework club, attendance support, booster groups, etc.



### **Supporting the Whole Child**

### **Blue Provisions**

Provisions supporting pupils' enrichment/engagement activities and parental engagement; improving attendance e.g. Family Link Mentors, family learning, breakfast club, after-school clubs, trips, Y6 camp, etc.

### **Purple Provisions**

Provisions for pupils' social, emotional and mental health and wellbeing as well as focusing on raising aspirations and improving Behaviour for Learning e.g. Behaviour mentors, Play Therapy, Art Therapy, Pride in Play, etc.

**Barrier: Lower aspirations of disadvantaged children.**

**Action:** Daily Reading Intervention from Reading Assistants for identified target children.

**Approx. Cost:** £27,036

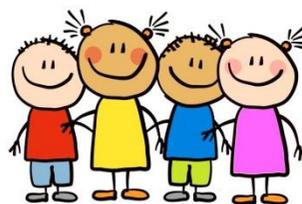
**Outcomes/Impact:**

- Rise in level of reading attainment and accelerated progress of pupils.
- Increase in number of children passing phonics test at Year 1
- Rise in attainment in Reading at end of Key Stage One
- Diminishing differences in reading attainment at end of KS 1 between disadvantaged and Non-disadvantaged group.

**Evidence:**

'Reading one to one at least 3 sessions per week can improve a child's reading skills by +5 months over 12 weeks.'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**Academic**

**Barrier: Pupils working below age-related expectations in Reading, Writing and/or Maths.**

**Action:** Same day targeted teaching from teacher [TA aerial monitoring, Teacher with guided group and 1:1].

**Approx. Cost:** £4,484

**Outcomes/Impact:**

- Improved pupil progress.
- Diminishing differences in R, W & M attainment between disadvantaged and Non-disadvantaged group.
- Rise in numbers of disadvantaged pupils achieving age-related expectations [AREs] in R, W & M in all year groups.

**Evidence:**

'Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'

**Barrier: Gaps in knowledge and skills in Reading, Writing and Maths.**

**Action:** Provision of 1:1 or Group TA time to deliver targeted support to children. Afternoon RAG group focus [TA/CT led]

**Approx. Cost:** £19,386

**Outcomes/Impact:**

- Improved pupil progress.
- Diminishing differences in R, W & M attainment between disadvantaged and Non-disadvantaged group.
- Rise in numbers of disadvantaged children achieving age-related expectations in R, W & M in all year groups.

**Evidence:**

'... teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'

*[Education Endowment Foundation]*

**Barrier:** Pupils working below age-related expectations need support from highly trained TAs.

**Action:** Training and cover for TAs to attend essential training for Catch Up Literacy & Catch Up Numeracy

**Approx. Cost:** £2,370

**Outcomes/Impact:**

- Improved pupil progress and increased numbers of disadvantaged pupils achieving AREs in R, W & M.
- Diminishing differences in R, W & M attainment between disadvantaged and Non-disadvantaged group.

**Evidence:**

'... teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'

*[Education Endowment Foundation]*

**Barrier:** Children working below age-related expectations in speech and language on-entry to EYFS.

**Action:** Specialist Speech & Language Therapist employed for small group and individual teaching 1 day a week.

**Approx. Cost:** £4,500

**Outcomes/Impact:**

- Increased attainment and progress of pupils reaching GLD at end EYFS.
- Diminishing differences in attainment of GLD between disadvantaged and Non-disadvantaged group.
- Increased age-appropriate Speech & Language [S & L] understanding for target group.

**Evidence:**

'Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**Academic**

**Barrier:** Children working below age-related expectations in speech and language on-entry to EYFS.

**Action:** TAs trained in 'Talk Boost' S & L Intervention and lead small groups.

**Approx. Cost:** £1200 [TA hours to deliver intervention]

**Outcomes/Impact:**

- Increased attainment and progress of pupils reaching GLD at end EYFS.
- Diminishing differences in attainment of GLD between disadvantaged and Non-disadvantaged group.
- Increased age-appropriate S & L understanding for target group.

**Evidence:**

'Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'

*[Education Endowment Foundation]*

**Barrier:** Pupils working below age-related expectations need effective feedback to make rapid progress.

**Action:** Training & cover for CTs to improve subject knowledge in R, W, M and Feedback.

**Approx. Cost:** £500 [TA cover]

**Outcomes/Impact:**

- Improved pupil progress.
- Diminishing differences in R, W & M attainment between disadvantaged and Non-disadvantaged group.
- Rise in numbers of disadvantaged children achieving age-related expectations in R, W & M in all year groups.

**Evidence:**

'Feedback studies tend to show very high effects on learning. +8 months'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**Academic**

**Barrier:** Pupils working below age-related expectations in 'Moving & Handling' on-entry to EYFS.

**Action:** Buy additional resources and increase M & H Interventions and daily activities.

**Approx. Cost:** £200

**Outcomes/Impact:**

- Increased attainment and progress of pupils reaching age-related expectations in 'M & H' at end EYFS.
- Diminishing differences in attainment of 'M&H' between disadvantaged and Non-disadvantaged.
- Regular opportunities to develop physical movements and gross motor control.

**Evidence:**

'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.'

*[Education Endowment Foundation]*

**Barrier:** Improving the quality of provision for disadvantaged groups.

**Action:** Improve resources and provisions to ensure disadvantaged pupils have access to appropriate resources to enable them full access to Quality First Teaching.

**Approx. Cost:** £1000

**Outcomes/Impact:**

- Individuals are able to access the curriculum more easily through iPads; additional support; specialist learning resources and individual learning tools, as necessary.

**Evidence:**

Purchase/deployment of needs-appropriate resources has demonstrated improved progress among PP children in relation to equipping them with the resources they need to better access the curriculum and to re-engage in the learning process.

**Barrier:** A number of pupils struggle to achieve functional literacy [reading and writing] and subsequently underachieve in relation to their peers.

**Action:** Reading Assistant trained to deliver 'Switch-on Reading and Writing', an intensive 10-week literacy intervention to identified Y2 pupils.

**Approx. Cost:** £390 [DE hours + £1400 for new books]

**Outcomes/Impact:**

- Achieve functional literacy for as many Y2 pupils as possible.
- Close the R and W achievement gap for vulnerable children working below Y2 AREs.
- Children become effective, active, independent readers and writers.
- Rise in level of R and W attainment and accelerated progress of Y2 pupils.
- Rise in attainment in R and W at end of KS1.
- Diminishing differences in R and W attainment at end of key stage between disadvantaged and Non-disadvantaged group.

**Evidence:**

'The programme made a noticeable positive impact. ... on average pupils receiving the intervention would make approximately three additional months' progress over the course of a year compared to similar pupils who did not.'

[Education Endowment Foundation]



**Supporting the Whole Child**

**Academic**

**Barrier:** Despite being able to read fluently and accurately some pupils have difficulty gaining meaning from text.

**Action:** Train additional HLTAs/TAs to work with small booster groups to implement 'Improving reading comprehension and enjoyment' training resource from Leicestershire LA.

**Approx. Cost:** £TBA for TA costs to run interventions [KM x 2 afts + another TA hours TBC?]

**Outcomes/Impact:**

- Diminishing differences in R attainment at EOKS2 between disadvantaged and Non-disadvantaged group.
- Rise in numbers of disadvantaged KS2 pupils achieving AREs in R, W and M.
- Close R achievement gap for vulnerable KS2 pupils working below AREs.
- Rise in attainment in reading at EOKS2.

**Evidence:**

'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.' 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'

[Education Endowment Foundation]

'Data gathered from both KS2 and KS3 between 2009 and 2015 showed inference training led to remarkable gains in reading comprehension.'

[What works for children and young people with literacy difficulties, Professor Greg Brooks, 2016.]

**Barrier: Appropriate support for homework activities.**

**Action:** After-school Reading & Writing homework club for targeted pupils.

**Approx. Cost:** £600

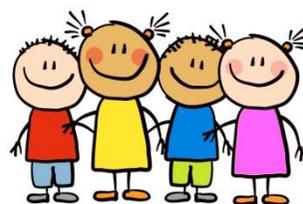
**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in R & W between PP and Non-PP group.
- Rise in numbers of disadvantaged pupils achieving AREs in R and W.

**Evidence:**

'... short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**Academic**

**Barrier: Gaps in Reading comprehension.**

**Action:** After-school Reading Club for targeted pupils.

**Approx. Cost:** £198

**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in Reading between PP and Non-PP group.
- Rise in numbers of disadvantaged pupils achieving AREs in R.

**Evidence:**

'... short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.'

*[Education Endowment Foundation]*

**Barrier: PP pupils across the school are underperforming.**

**Action:** Release time, training and support for PP Lead from LA and cluster schools to ensure that PP monitoring is robust and thorough and leads to improved outcomes. Responsibility for Pupil Premium budget is given to an identified PP Lead who will oversee Pupil Premium spending; implement the most effective support; re-deploy PP staff; track PP data and monitor changes in PP pupils' progress and attainment.

**Approx. Cost:** £??

**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in Reading, Writing and Maths between PP and Non-PP group.
- Rise in numbers of disadvantaged pupils achieving AREs in R, W and M.

**Evidence:**

'... short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.'

**Barrier: Appropriate Maths support for underachieving Y6 pupils.**

**Action:** After-school online Maths Revision.

**Approx. Cost:** £? Cost of subscription + TA cost

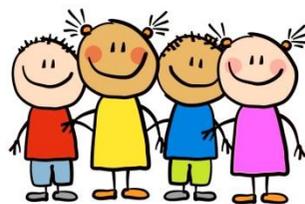
**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in M between PP and National ALL.
- Rise in numbers of disadvantaged pupils achieving AREs in M.

**Evidence:**

'... short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**Academic**

**Barrier: Appropriate Maths pre-teaching for underachieving Y6 pupils.**

**Action:** Before-school Maths pre-teaching (daily 30 mins).

**Approx. Cost:** £950 TA cost

**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in M between PP and National ALL.
- Rise in numbers of disadvantaged pupils achieving AREs in M.

**Evidence:**

'... short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.'

*[Education Endowment Foundation]*

**Barrier:** Gaps in knowledge and skills in Reading, Writing and Maths.

**Action:** Trained 2 X KS1 TAs and 2 x KS2 TAs to run one to one Catch Up Literacy and Numeracy sessions twice weekly, to support pupils who are working below expected levels to address gaps in learning and increase attainment and progress to ensure pupils reach AREs.

**Approx. Cost:** £4,569

**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in R, W & M between PP and Non-PP group.
- Rise in numbers of disadvantaged pupils achieving AREs in R, W and M.

**Evidence:**

'Many schools used one-to-one tuition or intervention classes and these were successful when they were taught by well-qualified and specialist teachers, time-limited and linked to day-to-day teaching. It was also important that the timetabling of these interventions didn't have a negative impact on other areas of pupils' learning. One secondary school used specialist teachers to teach small groups of pupils who were underachieving in a specific aspect of English or maths, such as the use of apostrophes. The pupils attended regular intensive sessions for a short period with a specialist teacher before quickly returning to normal lessons.'

*[Secrets to success: How to spend the Pupil Premium, SecEd, 2013]*



**Supporting the  
Whole Child**

**Academic**

**Barrier:** Gaps in knowledge and skills in Reading, Writing and Maths for Y6 pupils.

**Action:** Third Teacher [DA] teach Orchid and Poppy in afternoons in order to release class teacher to lead one to one and small group booster sessions to support groups in Y6 classes focusing on immediate gap teaching, addressing misconceptions and improving written work. The third teacher will also teach Poppy Y5 pupils every morning while our permanent staff teach the Y6 pupils in two smaller groups. This allows focused teaching for Y6.

**Approx. Cost:** M5 salary for 1 year £30,735

**Outcomes/Impact:**

- Improved pupil progress
- Diminishing differences in attainment in R, W & M between PP and Non-PP group.
- Rise in numbers of disadvantaged pupils achieving AREs in R, W and M.

**Evidence:**

'Many schools used one-to-one tuition or intervention classes and these were successful when they were taught by well-qualified and specialist teachers, time-limited and linked to day-to-day teaching. It was also important that the timetabling of these interventions didn't have a negative impact on other areas of pupils' learning. One secondary school used specialist teachers to teach small groups of pupils who were underachieving in a specific aspect of English or maths, such as the use of apostrophes. The pupils attended regular intensive sessions for a short period with a specialist teacher before quickly returning to normal lessons.'

*[Secrets to success: How to spend the Pupil Premium, SecEd. 2013]*

**Barrier: Parents reluctant to engage with school.**

**Action:** Contracted Parent Support Workers [x2] to work with families and mentor individual children. 1 PSW part of Safeguarding Team and lead on aspects of Child Protection and SAFeh's.

**Approx. Cost:** £9,507 [1 x out-of-class f/t, AD]

**Outcomes/Impact:**

- Increased confidence and engagement of families in need. Enabling access to required services including financial support; parenting workshops; food vouchers; welfare support and signposting to LA services.
- Families supported by collaboration with SENCo and Safeguarding Lead to ensure appropriate access to services from a range, depending on needs [SAF].
- Targeted families more engaged with school and actively seek support and advice when required thereby strengthening links between home and school.
- Individual children's attendance is increased and sustained.
- Parents attend Parenting Workshops and Family Learning and subsequently gain access to further ongoing support e.g. English/Maths Workshops and Adult Learning.
- Family Link Mentors facilitate breakfast and uniform subsidy by liaising with families and staff to identify children in need.
- Parents/Carers demonstrate raised aspirations for their children.
- AD attend/lead CP, SAFeh & TAC meetings, and liaise with Social Care, parents & school Safeguarding Team, as necessary.

**Evidence:**

'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

'Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'

[Education Endowment Foundation]

**Barrier: Improving the quality of provision for disadvantaged groups.**

**Action:** Extra-curricular after-school sports and other activities subsidised to ensure access for all pupils.

**Approx. Cost:** £606

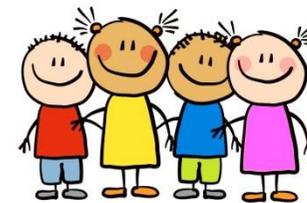
**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- Rise in uptake of children taking part in after-school sport and activities.
- Increase in skills and self-esteem of individuals.
- Provide a range of opportunities to children who would not otherwise be able to partake in them.
- Provide a range of opportunities and equal access for all children and promote healthy active lifestyles.
- Provide additional after-school care to support Parents/Carers.

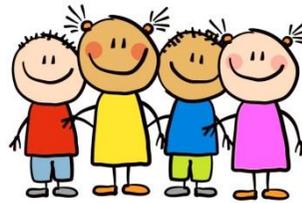
**Evidence:**

'Specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.'

[Education Endowment Foundation]



**Supporting the Whole  
Child  
Enrichment/Engagement**



### Supporting the Whole Child

#### Enrichment/Engagement

**Barrier: Quality of provision for disadvantaged groups.**

**Action:** School trips and residential visits subsidised to ensure access for all pupils.

**Approx. Cost:** £640

**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- Inclusion on all trips enable children to take part in activities and experiences that enhance learning, self-esteem and self-confidence.

**Evidence:**

'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'

*[Education Endowment Foundation]*

**Barrier: Childcare support for Parents/Carers at start of day. Children start school day hungry.**

**Action:** Extended Breakfast Club signposted to specific families. Subsidy offered to most in need.

**Approx. Cost:** £1,529

**Outcomes/Impact:**

- Children in school ready to learn on time, at the start of the school day, and parents supported with child care at start of school day.
- Decrease late attendance thereby increasing progress as children present for all sessions of school day.
- Disadvantaged children get a healthy meal at start of day so 'ready for learning'.

**Evidence:**

There is a direct correlation between breakfast and school performance among children, based on numerous research findings. 'The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness.

Children who do not eat breakfast at home or at school were less able to learn. Hunger can lead to lower math scores, attention problems, and behavior, emotional, and academic problems.'

*[Levin, Madeline. "Breakfast for Learning: Scientific research on the link between children's nutrition and academic performance" Food Research and Action Center. Fall 2011. [frac.org](http://frac.org)]*

**Barrier: Low Attendance of disadvantaged pupil lower than Non-PP Group.**

**Action:** Engage services of Educational Welfare Officer Services [EWO].

**Approx. Cost:** £3,750

**Outcomes/Impact:**

- Decrease in the level of attendance of all disadvantaged children dropping below 96%
- Reduction in number of broken weeks
- Higher level of engagement between school and parents with regard to attendance, broken weeks and persistent lateness.
- EWO work with families to improve attendance and signpost support

**Evidence:**

'In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2'

*[The link between absence and attainment at KS2 and KS4, 2012/13]*

**Barrier: Low Attendance of disadvantaged pupil lower than Non-PP Group.**

**Action:** Provision of alarm clocks for persistently late/absent pupils.

**Approx. Cost:** £NIL - already purchased

**Outcomes/Impact:**

- Rise in level of attendance of disadvantaged children dropping below 96%
- Reduction in number of broken weeks
- Improved engagement between school and parents with regard to attendance, broken weeks and persistent lateness.

**Evidence:**

'One head bought alarm clocks for persistently late / absent children and - despite the potentially humorous nature of this intervention - improvement followed.'

*[Effective use of pupil premium, Kevin Harcombe]*

School Attendance Data for 2016-17				
Group	% Attendance	% Lateness @ Close of Register	% Unauthorised Absence	% 6+ Broken Weeks
PP	95	1.1	1.2	48%
Non-PP	95.7	0.6	0.8	38%
School Attendance Data for 2017-18				
Group	% Attendance	% Lateness @ Close of Register	% Unauthorised Absence	% 6+ Broken Weeks
PP	94.97	0.29	0.99	29% (23 pupils)
Non-PP	95.99	0.11	0.55	20% (45 pupils)



**Supporting the Whole Child**

**Enrichment/Engagement**

**Barrier: Improving the quality of provision for disadvantaged groups.**

**Action:** Music tuition, as appropriate, to ensure access for all pupils.

**Approx. Cost:** £As need arises

**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- PP children learning an instrument is increased.
- Increase in skills and self-esteem of individuals.

**Evidence:**

'Specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.'

*[Education Endowment Foundation]*

**Barrier: Improving the quality of provision for disadvantaged groups.**

**Action:** Sports Coach Clubs subsidised to ensure access for all pupils.

**Approx. Cost:** £800

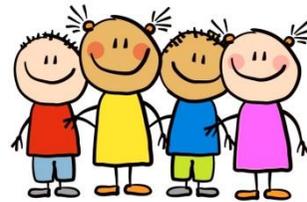
**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- Rise in uptake of children taking part in sport.
- Increase in skills and self-esteem of individuals.
- Improve health and wellbeing.

**Evidence:**

'The overall impact of sports participation on academic achievement tends to be low (less than one additional month progress), though there is recent evidence from the UK that sports and learning participation can have a more dramatic effect on, for example, mathematics learning as assessed by standardised tests when combined with a structured numeracy programme (with one study showing an impact of up to ten months additional progress).'

[Education Endowment Foundation]



**Supporting the Whole Child**

**Enrichment/Engagement**

**Barrier: Improving parental engagement and skills so that they can better support home learning.**

**Action:** Parent Support Worker workshops for PTs on supporting phonics, reading & maths at home

**Approx. Cost:** £800

**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- Rise in uptake of supporting learning at home (reading, homework, learning spellings, table facts and Learn Its).
- Increase in skills and self-esteem of individuals.

**Evidence:**

*Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.*

[Education Endowment Foundation]

**Barrier: Struggle to forge or maintain friendships.  
Limited/poor play skills.**

**Action:** 'Huff & Puff' and 'Super Playranger' training.

**Approx. Cost:** £100

**Outcomes/Impact:**

- Decrease in unacceptable behaviour choices at playtimes.
- Reduced social and friendship conflicts.

**Evidence:**

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

[Education Endowment Foundation]

**Barrier: Improving the quality of provision for disadvantaged groups.**

**Action:** HLTA led Drama sessions.

**Approx. Cost:** £

**Outcomes/Impact:**

- Increase in skills and self-esteem of individuals.
- Engage reluctant learners.

**Evidence:**

'Specific arts activities have been linked with benefits on particular outcomes. Wider benefits on attitudes to learning and well-being have also consistently been reported.' 'Arts-based approaches may offer a route to re-engage older learners in school.'

[Education Endowment Foundation]

**Barrier: Struggle to forge/maintain friendships.  
Limited/poor play skills.**

**Action:** TA led 'Playranger' after-school session..

**Approx. Cost:** £560

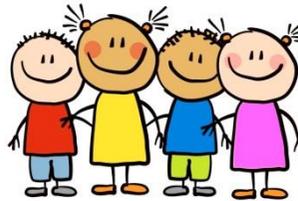
**Outcomes/Impact:**

- Raise aspiration, motivation and engagement.
- Develop good social skills and appropriate play.
- Improve self-esteem and create healthy friendships.

**Evidence:**

'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'

[Education Endowment Foundation]



**Supporting the  
Whole Child**

- Wellbeing -

**Barrier:** School Uniform for those in need.

**Approx. Cost:** £200 TBC

**Outcomes/Impact:**

- Promotes sense of well-being and belonging to school community
- When required, school uniform subsidy allows children to become part of Staple Hill and reduces 'difference' between PP pupils and their peers.

**Evidence:**

Targeted pupils are identified through Family Link Workers and staff in order to reduce the difference between those in most need and their peers. These pupils stand out because they cannot afford new uniform including appropriate clothing and footwear. Subsidy ensures the differences is eliminated.



**Supporting the  
Whole Child**

- Wellbeing -

**Barrier:** Lower aspirations of disadvantaged pupils and increased low level disruption during learning.

**Action:** Nurture group (Cornflower Group) and modified curriculum every afternoon led by TAs for targeted pupils.

**Approx. Cost:** £6000 TA costs & resourcing

**Outcomes/Impact:**

- Increased levels of engagement in class
- Rise in self-esteem, confidence and resilience for learning.
- Reduction in behaviour-related incidents at lunchtime/playtime.

**Evidence:**

Contributes to four of the five outcomes forming the *Every Child Matters Framework* (DfES, 2004), identified by children as key to wellbeing: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution.

**Barrier:** Emotional instability of individual children affecting ability to focus on learning, leading to inappropriate behaviour and underachievement.

**Action:** TA-led Sand Tray Therapy to support targeted pupils focusing on SEL.

**Approx. Cost:** £

**Outcomes/Impact:**

- Children are more aware of their own needs and how to manage them so that they are able to focus on learning and avoid conflict.
- Low level disruption during lessons is reduced.
- Raised aspirations and self-confidence for pupils.

**Evidence:**

'Sand tray therapy allows a person to construct his or her own microcosm using miniature toys and colored sand. The scene created acts as a reflection of the person's own life and allows him or her the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self.'

*[GoodTherapy.org]*

'Sandplay therapy can establish an inner peace which contains the potential for development of the total personality, including its intellectual and spiritual aspects...It is the role of the therapist to perceive these powers and, like the guardian of a precious treasure, protect them in their development.'

*[Dora M. Kalff, 1980]*

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**- Wellbeing -**

**Barrier:** Emotional instability of individual children affecting ability to focus on learning, leading to inappropriate behaviour and underachievement.

**Action:** Hire services of a Play Therapist one day a week to support targeted pupils focusing on Social and Emotional Learning.

**Approx. Cost:** £180 a day [figures for term TBC]

**Outcomes/Impact:**

- Children develop a positive self-image and learn to express feelings, make decisions and cope with real-life situations.
- Low level disruption during lessons is reduced.
- Raised aspirations for learning and self-confidence of individuals.

**Evidence:**

'Adults often think of child's play as mere fun and games, or a way to fill time. Actually, imaginative and creative play assists a child's cognitive growth and emotional adjustment. Through play, a child develops self-confidence, a positive self-image and learns to express feelings, make decisions and cope with real-life situations. As such, play can be therapeutic, helping a child deal with and overcome problems that inhibit his normal development.'

*[Jane Framingham, PhD]*

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

*[Education Endowment Foundation]*

**Barrier: Reluctant Learner and poor Behaviour for Learning attitudes. At risk of exclusion.**

**Action:** Employ Breakthrough Project Mentor to work one to one with targeted pupils focusing on Social and Emotional Learning.

**Approx. Cost:** £6,375

**Outcomes/Impact:**

- Decrease in unacceptable behaviour during lessons and playtimes.
- Reduce frequency of internal/external exclusions.
- Pupils feel they can achieve goals to move their life forward.
- Improved and sustained Behaviour for Learning attitudes.
- Modelled acceptable play and behaviour
- Decrease in violent outbursts/incidences in class and during playtimes.

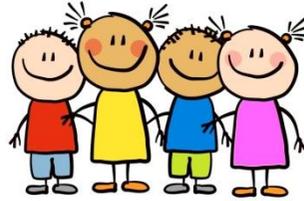
**Evidence:**

'79% of mentees experienced an improvement in their total difficulties scores. 67% of mentees experienced an improvement in their emotional problems score. 47% of mentees underwent enough of a change in their total difficulties score to constitute a positive diagnosis shift towards a more clinically normal category.'

*[South Gloucestershire Council, 2017]*

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

*[Education Endowment Foundation]*



**Supporting the  
Whole Child**

**- Wellbeing -**

**Barrier: Inability to maintain friendships. Lack of play skills and self-esteem.**

**Action:** HLTA-led 'Caring and Sharing Club' to engage in nurture, art and co-operative play activities focusing on Social and Emotional Learning.

**Approx. Cost:** £1,515

**Outcomes/Impact:**

- Decrease in unacceptable behaviour.
- Improved and sustained Behaviour for Learning attitudes and self-esteem.
- Children develop approaches to make healthy friendships.
- Every child feels valued, involved and appreciated.

**Evidence:**

'Nurture is important for the development of self-esteem: Nurture involves listening and responding. In a nurture group 'everything is verbalized' with an emphasis on the adults engaging with the children in reciprocal shared activities, for example, in play, during meals and when reading or talking about events and feelings. Children respond to being valued and thought of as individuals; thus, in practice, this involves noticing and praising small achievements.'

*[Marion Bennathan, Principal Education Psychologist of County of Avon 2011.]*

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

*[Education Endowment Foundation]*

**Barrier:** Emotional instability of individual children affecting ability to make good choices in play, leading to inappropriate behaviour and impacts on Behaviour for Learning.

**Action:** Additional one to one LBS support during lunch break for identified pupils.

**Approx. Cost:** £4,514

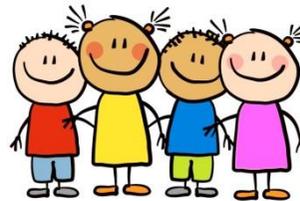
**Outcomes/Impact:**

- Children are assisted in making better choices during their play and play activities with other pupils are supervised and supported.
- Reduced incidents of conflict
- Raised aspirations and self-confidence for pupils as their play skills are improved and friendship circle widens.

**Evidence:**

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

[Education Endowment Foundation]



**Supporting the  
Whole Child**

- Wellbeing -

**Barrier:** Reluctant Learner and poor Behaviour for Learning attitudes. At risk of exclusion.

**Action:** Employ LA Behaviour Support Service to provide school support to identified pupils and 1 day a week additional Behaviour Support Teacher to support Parent/Carer engagement and support behaviour strategies across school.

**Approx. Cost:** £2400

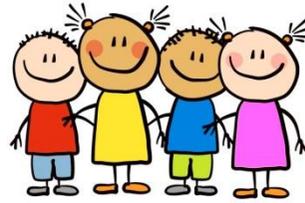
**Outcomes/Impact:**

- Decrease in unacceptable behaviour during lessons and playtimes.
- Reduce frequency of internal/external exclusions.
- Pupils feel they can achieve goals to move their life forward.
- Improved and sustained Behaviour for Learning attitudes [increase in mover behaviour and decrease in blocker behaviour].
- Decrease in violent outbursts/incidences in class and during playtimes.
- Clearer support strategies in place for all pupils

**Evidence:**

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

[Education Endowment Foundation]



**Supporting the  
Whole Child**

**- Wellbeing -**

**Barrier: Reluctant Learner and poor Behaviour for Learning attitudes. At risk of exclusion.**

**Action:** Employ Vick Borel [Independent Behaviour Support Specialist] to provide 1 day weekly school support for identified pupils; Parent/Carer engagement and support behaviour strategies across school.

**Approx. Cost:** £1895

**Outcomes/Impact:**

- Decrease in unacceptable behaviour during lessons and playtimes.
- Reduce frequency of internal/external exclusions.
- Pupils feel they can achieve goals to move their life forward.
- Improved and sustained Behaviour for Learning attitudes [increase in mover behaviour and decrease in blocker behaviour].
- Decrease in violent outbursts/incidences in class and during playtimes.
- Clearer support strategies in place for all pupils

**Evidence:**

'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average.)'

[Education Endowment Foundation]

## Sources of Evidence

Link between absence and attainment at KS2 and KS4

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/412638/The\\_link\\_between\\_absence\\_and\\_attainment\\_at\\_KS2\\_and\\_KS4.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf)

Breakfast impacts school performance

<http://articles.extension.org/pages/68837/breakfast-and-the-brain:-how-eating-breakfast-impacts-school-performance>

Outdoor Adventure Learning and Progress

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning>

Arts Participation and link to progress

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>

Pride in Play Mentoring and Outdoor Maths

<http://www.prideinplay.com/Outdoor-Maths.html>

Reading Comprehension Strategies

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/>

Switch-On Reading and Writing

<https://educationendowmentfoundation.org.uk/our-work/projects/switch-on-reading/>

**'Such enthusiasm - a joy to see': An evaluation of Forest School in England, October 2005. Richard Murray and Liz O'Brien**

[http://www.forestry.gov.uk/website/pdf.nsf/pdf/ForestSchoolEnglandReport.pdf/\\$FILE/ForestSchoolEnglandReport.pdf](http://www.forestry.gov.uk/website/pdf.nsf/pdf/ForestSchoolEnglandReport.pdf/$FILE/ForestSchoolEnglandReport.pdf)

Forest School and its impacts on young children: Case studies in Britain. Liz O'Brien, Richard Murray

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#### Sand Tray Therapy

<http://www.goodtherapy.org/learn-about-therapy/types/sand-tray-sand-play-therapy>

<https://www.psychologytoday.com/blog/in-therapy/201002/cool-intervention-4-sandplay>

#### Play Therapy

<https://psychcentral.com/lib/helping-a-child-through-play-therapy/>

#### Art Therapy

<http://www.arttherapyjournal.org/art-therapy-for-children.html>

#### Nurture Groups

<http://www.goodenoughcaring.com/the-journal/how-nurture-groups-help-children-in-schools/>

#### Making best use of Teaching Assistants

<https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants/>

#### Talk Boost Intervention [Speech & Language]

[http://www.ican.org.uk/~media/Ican2/What%20We%20Do/Talk%20Prog/Talk%20Boost/TB\\_Info\\_2.ashx](http://www.ican.org.uk/~media/Ican2/What%20We%20Do/Talk%20Prog/Talk%20Boost/TB_Info_2.ashx)

<http://www.ican.org.uk/talkboost>

#### Effective use of pupil premium

[http://www.teachprimary.com/learning\\_resources/view/effective-use-of-pupil-premium](http://www.teachprimary.com/learning_resources/view/effective-use-of-pupil-premium)

<http://www.sec-ed.co.uk/best-practice/secrets-to-success-how-to-spend-the-pupil-premium>

#### Education Endowment Foundation Teaching and Learning Toolkit

[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Teaching\\_and\\_Learning\\_Toolkit\\_\(July\\_12\).pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Teaching_and_Learning_Toolkit_(July_12).pdf)