

Pupil premium strategy statement (primary)

1. Summary information					
School	Staple Hill Primary School				
Academic Year	2018-19	Total PP budget	£114,940	Date of most recent PP Review	21-05-19
Total number of pupils	297	Number of pupils eligible for PP	78 (26%)	Date for next internal review of this strategy	Oct 2019

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	KS1	KS2	KS1	KS2
% achieving in reading, writing and maths	100% met standard	33% met standard	65%	65%
% making progress in reading	100% met standard	50% met standard	75%	73%
% making progress in writing	100% met standard	72% met standard	69%	78%
% making progress in maths	100% met standard	67% met standard	82%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Mathematical fluency, recall of number facts and ability to reason [Current maths attainment is low across the school]
B.	Low Reading and English on entry has led to fewer PP children achieving the phonics pass mark
C.	Pupils enter school well below typical and fewer PP achieve a good level of development
D.	Sometimes lower aspiration and value of school or trauma-based issues leads to poor behaviour and exclusions
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for PP pupils and high levels of PA and broken weeks [93.6% with 31% having 30+ broken weeks, PA 21%]

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maths attainment and progress will be measured 3 times per year using standardised tests (PUMA)	<ul style="list-style-type: none"> Progress at Yr. 6 closer to national and outcomes in English % of pupils across the school on track for ARE in maths and at least in line with English. All pupils on track to achieve progress from their PAG (Prior Attainment Group)
B.	Phonics attainment will be measured using phonics screening tests to inform flexible groupings.	<ul style="list-style-type: none"> Both Yr.1 PP pupils to achieve the phonics pass mark

	Phonics Champion will monitor and review phonics' provisions regularly: consistency of RWI teaching, full implementation of phonics pacing document and learning environment guidance.	
C.	Pupils progress will be reviewed and tracked through 6 termly Pupil Progress Meetings: barriers will be identified and actions for parents, teachers and SLT will be identified.	<ul style="list-style-type: none"> • All pupils in Yr. R make at least expected rates of progress from their starting points. • Proportion achieving GLD in line with non-PP
D.	All incidents will be recorded on CPOMS and Inclusions Leader will analyse reports and action improvement points. IEPs and Pupil Passports will be initiated for target pupils in addition to appropriate provisions planned. SAFeh process will be initiated, as appropriate, for target pupils.	<ul style="list-style-type: none"> • Exclusions reduced • Number of incidents of low-level behaviour reduced
E.	Attendance will be reviewed fortnightly using SIMS data. Improved family engagement through EWO home visits, SAMs, PSW involvement and SAFeh process.	<ul style="list-style-type: none"> • Attendance to meet national average for PP • Reduction in PA to in line with national average • Reduction in broken weeks

5. Planned expenditure

Academic year

2018-19

The three 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.

i. Quality of teaching for all

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?
Whole school ethos of attainment for all	<p>Every pupil has subject specific, personalised targets and progress is measured against these.</p> <p>Individual IEPs and Pupil Passports are in place to tailor targets and provisions to individual needs of identified pupils.</p> <p>Purchase of hardware and Clicker software</p>	<p>Adopting a Growth Mindset has been proven to be vital in encouraging pupils to believe they can achieve as long as they are willing to put in the effort.</p> <p>Target-setting ensures targets are set based on children's prior attainment so that pupils are challenged to achieve their potential.</p> <p>Identifying barriers to learning allows teachers to address specific needs of children and teach to gaps to help accelerate progress.</p>	<p>Target-setting meetings set targets based on PAG and previous progress.</p> <p>SENCo & SEN Governor reviews and action plans.</p> <p>Work with parents through parent's evenings and meetings to address barriers to learning.</p>	SB (SENCo)	½ termly
<p>SMARTER strategy</p> <p>Seating</p> <p>Marking</p> <p>Act on underachievement</p> <p>Relationships</p> <p>Teach to the Top</p> <p>Extra Opportunities</p> <p>Resources</p>	<p>Differentiated teaching strategies are employed during lessons.</p> <p>Collaborative Quads & Talk partners (Face & Shoulder) allow mixed ability groupings and good models to support</p> <p>On-going CPD (Maths Twilights, curriculum planning, English SMs) focuses on the quality of teaching with follow-up monitoring to ensure that new skills are embedded.</p> <p>Collaborative and peer learning strategies.</p> <p>Feedback logs – identify strengths, focus and next steps. Pupils have time during lesson to respond to feedback.</p>	<p>These strategies are supported by evidence of effectiveness (see the Sutton Trust/EEF Teaching and Learning Toolkit).</p> <p>Best Practice observed in outstanding practice schools with similar catchment show improvement to their outcomes using these approaches.</p> <p>Excellent maths teaching requires good content knowledge, but excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. (see the Sutton Trust/EEF Teaching and Learning Toolkit).</p> <p>Feedback studies tend to show very high effects on learning when effective feedback strategies are used. (see the Sutton Trust/EEF Teaching and Learning Toolkit).</p>	<p>Lesson observations and informal drop-ins will be used to monitor use of SMARTER strategy.</p> <p>Termly PPMs will re-visit barriers and provisions implemented; track pupils' progress and set new actions for parents, teachers and SLT.</p> <p>Twilight staff meetings and follow up tasks and learning walks including staff meetings reviewing progress and evaluation of own/peers teaching through use of IRIS</p> <p>New feedback policy allows swifter action at the point of learning. Learning walks and book scrutiny and data analysis to track effectiveness of feedback and impact on pupil</p>	<p>SLT</p> <p>HT & DHT</p> <p>SLT Maths SLE</p> <p>SLT RSL M & E</p>	<p>Weekly informal learning walks</p> <p>½ termly PPMs</p> <p>Weekly staff meetings</p> <p>Weekly informal learning walks Timetabled announced obs</p>

<p>Deploying staff effectively</p>	<p>Teachers work with SLT and SENCo to deploy staff and timetable provisions to meet the needs of underachieving pupils.</p> <p>Reading Assistant in Y6</p> <p>Fully training RWI 1:1 tutors</p> <p>Booster interventions by HT, SENCo & RSL Maths</p> <p>Art/Textiles teacher to release Y6 class teacher/s to run booster/catch up sessions with Y6</p>	<p>Additional booster/catch up teaching for Y2 and Y6 to accelerate progress.</p> <p>Use TAs to add value and deliver highly structured interventions including RWI tutoring; RWI phonics, Talk Boost, Literacy and Maths Catch Up.</p> <p>Evidence shows (see the Sutton Trust/EEF Teaching and Learning Toolkit) that the most effective use of TAs is when:</p> <ul style="list-style-type: none"> • they deliver high quality 1:1 or group support using structured interventions. • Interventions are evidence-based • TAs add value to what teachers do • They are fully prepared for their role • Explicit connections are made between learning within interventions and classroom learning 	<p>Baseline tests (mock SATs, PUMA, PIRA, PM Benchmark reading tests) used to measure attainment at start of interventions and again at end of interventions.</p>	<p>Teachers SLT RSL M & E</p>	<p>Termly</p>
<p>Data-driven and responding to evidence</p>	<p>Pupil progress tracked 3 times a year and reviewed in PPMs.</p> <p>Vulnerable groups and pupils that are not making rapid progress are identified and intervention strategies timetabled to support the pupils.</p> <p>Progress is tracked using White Box Grids, PUMA/PIRA spreadsheets & overview as well as KF Basic 3 x year data drops. Data is analysed at student, teaching group, subject and whole school level. Intervention/Support is put in place to respond to underachievement.</p> <p>CPD for all staff in teaching Maths, Guided Reading and Writing</p>	<p>Teachers use assessment to identify gaps and address these through swift intervention and modifying plans.</p> <p>Gaps in learning are identified swiftly and intervention at the point of learning is used to re-teach or correct misconceptions so that all pupils catch up with their learning.</p> <p>Focus groups can be identified along with barriers and provisions planned to support accelerated progress.</p> <p>All staff have an in-depth knowledge of teaching and learning approaches for all children to ensure that they progress in an Objective.</p>	<p>Data drops shared and SIMS spreadsheets in place: KF 3 x a year basic</p> <p>Termly PPMs & data analysis SENCo monitoring</p> <p>SIMS White Box Grids</p> <p>Staff Meetings Year of Maths Project w. KFPS Nexus writing moderation Y2 & 6</p>	<p>EHT, HT & SENCo RSL M & E</p>	<p>Termly</p>

<p>Y2 & Y6 underachievers catch up and more-able pupils reach their potential.</p>	<p>Y6 taught in smaller ability groups for maths, facilitated by re-deployment of TAs and additional groups led by SLT.</p> <p>Art/Textiles teacher employed to release Y6 teacher to run booster groups for tailored support/challenge.</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (Sutton Trust/EEF Teaching and Learning Toolkit)</p>	<p>Staff will be deployed with the child's needs in mind.</p> <p>Sessions will be timetabled for before school starts so that children don't miss on class learning.</p> <p>Skilled specialist teachers provide the cover for Y6 classes to allow class teacher to focus fully on booster groups and main class are taught in creative subjects.</p>	<p>Y2 & Y6 CTs SLT</p> <p>Art specialist DT specialist</p>	<p>Termly</p> <p>Termly</p>
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ii. Targeted support

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?
<p>Reduce poor behaviour & high exclusions</p>	<p>Incidents of poor behaviour is overseen by SENCo and individualised behaviour plans in place and follow graduated approach.</p> <p>Impact Mentoring Programme commissioned to support pupils at risk of exclusion</p>	<p>'Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.' (NFER Research Report: Supporting Attainment of Disadvantaged Pupils)</p>	<p>Review for impact and have regular professional dialogue between school staff and external agencies.</p> <p>Initiate SAFeh for pupils and work with family and external agencies to provide support for improvement.</p>	<p>SENCo</p>	<p>termly</p>

Attendance is improved	<p>Rigorous systems in place to make early identification of issue and need.</p> <p>SAMs, SAFehs and EWO home visits timetabled and targets for improvement set.</p> <p>'Meet & Greets' set up for identified pupils with PSW, TA or CT</p> <p>EWO work with sibling's secondary school to better support & engage families.</p>	<p>Taking term-time holidays and extended holidays for those with family abroad reduces learning time in school which impacts negatively on a child's outcomes.</p> <p>Regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education.</p>	<p>Fortnightly attendance monitoring</p> <p>Termly school attendance meetings with parents of pupils falling below school and LA target (96%)</p> <p>Attendance letters to parents</p> <p>Involvement of EWO, as approp</p>	HT & PSW SENCo EWO Attendance Officer	termly
Parents show better engagement	<p>Parent workshops: Phonics, Reading, Maths and Mental Wellbeing</p> <p>PSW meetings and signposting to external support agencies</p> <p>SAFeh meetings led by SENCo and/or PSW</p>	<p>Parental engagement is consistently associated with pupils' success at school (Sutton Trust/EEF Teaching and Learning Toolkit):</p> <ul style="list-style-type: none"> ◇ develop their skills (literacy & numeracy); ◇ encourage parents to support their children with, reading & homework; ◇ involve parents in their children's learning activities; and ◇ offer more tailored support for families in crisis (SAFeh) 			

iii. Other approaches

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?
Pupils' social and emotional skills are improved.	<p>Nurture groups to improve achievement for identified pupils</p> <p>Drawing Therapy (Behaviour Support Team) Impact Mentoring</p> <p>Sports Mentor (Progressive Sports)</p> <p>Girls on Board approach</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (Sutton Trust/EEF Teaching and Learning Toolkit)</p> <p>Friendship issues is a key source of conflict for our girls and can cause significant distress and distract them from learning.</p> <p>'Girls on Board is an approach which helps girls, their parents and their teachers to</p>	<p>Boxall Profile used to identify needs of pupil.</p> <p>Clear plan to improve pupils' emotional and social wellbeing.</p> <p>Baseline assessments in social and emotional skills, as well as academic skills, will help to give us a clear starting point from which to measure improvement.</p>	SENCo	termly

	Zones of Regulation	understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can. By empowering girls to find their own solutions, parents need worry less, schools can focus more on the curriculum and the girls learn more effectively – because they are happier.'	The group leaders, PSW & SENCo will work closely with parents, giving them good strategies to support their children at home and to manage their own anxieties about their children's development and wellbeing.		
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6. Review of expenditure

Previous Academic Year

- The % of FSM in Y4 (36%) and Y5 (64%) was higher than all other year groups.
- The % of FSM in Y1 (12%) and Y3 (14%) was lower than all other year groups.
- There was a larger than average decrease in % of disadvantaged pupils between 2017 and 2018.
- There was one LAC in the school.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Whole school ethos of attainment for all</p> <p>SMARTER strategy</p> <p>Deploying staff effectively</p> <p>Data-driven and responding to evidence</p> <p>Y2 & Y6 underachievers catch up and more-able pupils reach their potential.</p>	<p>Every pupil has subject specific, personalised targets and progress is measured against these.</p> <p>Individual IEPs and Pupil Passports are in place to tailor targets and provisions to individual needs of identified pupils.</p> <p>Differentiated teaching Collaborative Quads R, W & M CPD</p> <p>Booster Phonics, Maths & Writing and Reading Assistants</p>	<p>All pupils had challenging end of year targets set for them to match prior attainment and allow catch-up where they were behind.</p> <p>A greater number of pupils were able to achieve greater depth standard in Reading and Maths than before. SEN & PP children were set finer targets, are better resourced with ICT and are more independent in their learning which has improved their outcomes.</p> <p>Staff have good relationships with all pupils and are applying the SMARTER strategy to every lesson every day. Lessons show that the best seating and grouping arrangements are made to make pupils successful. Collaborative quads have stepped up the challenge for less confident pupils.</p> <p>The right adult in the right place has allowed key interventions, booster and catch-up to take place and make underachieving pupils achieve end of year targets by teaching to gaps and helping children catch up.</p> <p>All targets are set according to children's PAG and offer the challenge they need to keep up and get ahead, where appropriate. Rigorous and timely assessments ensure children are in their correct RWI Phonics group and make the progress they need to make with the support they need.</p>	<p>Use of cover for teachers to lead booster groups had most impact.</p> <p>High quality training for all staff including support staff i.e. Maths project has had a positive impact on maths teaching and learning and subsequently pupil outcomes. We will continue to teach to the gaps and use assessment and feedback to plan what children need to be taught.</p> <p>These approaches have all worked and we will continue to embed them in order to make greater gains in 2019-20.</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupils' social and emotional skills are improved.	Nurture groups to improve achievement for identified pupils Drawing Therapy (Behaviour Support Team) Impact Mentoring Sports Mentor (Progressive Sports)	These groups provided the support pupils needed and ensured they were in school and better engaged with learning. This had a knock-on effect on peers as it reduced time lost from learning. Children were better able to self-regulate and engage in the classroom.	Increase consistency and quality of self-regulation programmes across the school and increase support to parents around supporting their child with learning, behaviour and wellbeing at home. We will continue to use aspects of these approaches dependent on the needs of the next cohort of pupils.

7. Additional detail

Our full Pupil Premium Plan 2018-19 document can be found online at <https://www.staplehillsschool.co.uk/pupil-premium/>