



## SHPS Pupil Premium Strategy Statement 2019-20

### School overview

Metric	Data
<i>School name</i>	Staple Hill Primary School
<i>Pupils in school</i>	298
<i>Proportion of disadvantaged pupils</i>	23% (68 pupils @ January 2020)
<i>Pupil premium allocation this academic year</i>	£114,940
<i>Academic year or years covered by statement</i>	2019 - 2022
<i>Publish date</i>	November 2019
<i>Review date</i>	Annually
<i>Statement authorised by</i>	Ross Newman
<i>Pupil premium lead</i>	Sharon Boulton
<i>Governor lead</i>	Carol Warrant

### Disadvantaged pupil progress scores for last academic year (8 pupils)

Measure	Score
<i>Reading</i>	-1.0
<i>Writing</i>	-0.5
<i>Maths</i>	-2.0
Measure	Score
<b>Meeting expected standard at KS2</b>	
<i>Reading</i>	50%
<i>Writing</i>	50%
<i>Maths</i>	50%
<i>RWM Combined</i>	25%
<b>Achieving high standard at KS2</b>	
<i>Reading</i>	25%
<i>Writing</i>	0%
<i>Maths</i>	25%
<i>RWM Combined</i>	0%



# Forest Hill Partnership



## Disadvantaged pupil barriers to success:

The school serves the ward of Staple Hill which is identified as a Priority Neighbourhood (English Indices of Deprivation 2019: South Gloucestershire Priority Neighbourhood Analysis). In terms of the IMD (Index of Multiple Deprivation), we have an intake of pupils who come from the most deprived LSOA (Lower Super Output Area) namely the Pendennis Road area – ranked 4,858th nationally. This LSOA is the most deprived area in South Gloucestershire – a position which has not changed since ID2004.

LSOA	Landmark	Ward	Priority Neighbourhood?	IMD	Income	Employment	Education, Skills and Training	Health Deprivation & Disability	Crime	Barriers to Housing & Services	Living Environment
E01014973	Narrow Lane / Teewell Avenue area	Staple Hill & Mangotsfield	Staple Hill	25	17	14	23	12	45	114	86
E01014974	Page Park area	Staple Hill & Mangotsfield		79	60	57	86	78	53	143	32
E01014975	Arcacia / Midland Road area	Staple Hill & Mangotsfield	Staple Hill	60	55	62	68	59	13	136	35
E01014976	Upper Soundwell area	Staple Hill & Mangotsfield	Staple Hill	6	5	4	13	5	11	74	45
E01014977	Pendennis Road area	Staple Hill & Mangotsfield	Staple Hill	1	1	1	6	1	4	71	12

Colour	Meaning
Red	Q1- Most deprived 20% in England
Orange	Q2- Most deprived 20-40% in England
Yellow	Q3- Most deprived 40-60% in England
Light Green	Q4- Least deprived 20-40% in England
Dark Green	Q5- Least deprived 20% in England

Table 2. Most and least deprived LSOAs by domain

Most Deprived	Least Deprived
<b>IMD</b>	
E01014977 - Pendennis Road area - ranked 4,858 nationally	E01014878 - Brook Way area - ranked 32,711 nationally
<b>Income</b>	
E01014977 - Pendennis Road area - ranked 4,720 nationally	E01014887 - St Johns Way area - ranked 32,495
<b>Employment</b>	
E01014977 - Pendennis Road area - ranked 4,280 nationally	E01033333 - UWE east/Hambrook area - ranked 32,134 nationally
<b>Education, skills &amp; trainings</b>	
E01015020 - Milton Road/Birch Road area - ranked 1,833 nationally	E01014985 - Primrose Drive/Squires Leaze area - ranked 31,773
<b>Health &amp; disability</b>	
E01014977 - Pendennis Road area - ranked 9,537	E01014862 - Almondsbury area to Gaunt's Earthcott - ranked 32,516 nationally
<b>Crime</b>	
E01015007 - Holy Trinity Church/Orchard Road area - ranked 1,392 nationally	E01014879 - Ash Ridge Road/Eagles Wood Business Park area - ranked 32,444 nationally
<b>Barriers to housing &amp; services</b>	
E01014891 - Tormarton & surrounding rural areas - ranked 725 nationally	E01014912 - Area surrounding High Croft junior school - ranked 32,329
<b>Living environment</b>	
E01014891 - Tormarton & surrounding rural area - ranked 903 nationally	E01033331 - MOD/walscourt Farm/UWE west area - ranked 32,770 nationally



**Table 3: IMD – The 20 most deprived LSOAs in South Gloucestershire**

LSOA	Landmark	Ward	Priority Neighbourhood?	2019 IMD National Rank	2015 IMD National Rank	2019 IMD South Glos. Rank	2015 IMD South Glos. Rank	Change in national quintile position (2015-2019)	Change in national rank position (2015-2019)
E01014977	Pendennis Road area	Staple Hill & Mangotsfield	Staple Hill	4,858	4,411	1	1	No change	447

The school also has an intake of Bristol children who reside in the top 20% most deprived areas including Thicket Avenue, Hillfields Avenue (Hillfields), Uplands Road, Briar Way (Speedwell) and Gorse Hill ( <https://fryford.github.io/imdmap/> ).

The gap in educational attainment between pupils receiving free school meals (an indicator of low income) and other pupils is recognised to be wider within South Gloucestershire than within other areas of the country and this gap widens as children get older, as evidenced in the South Gloucestershire Child Poverty Needs Assessment:

[https://consultations.southglos.gov.uk/gf2.ti/-/647202/17981541.1/PDF/-/Child\\_Poverty\\_Needs\\_Assessment\\_consultation\\_draft.pdf](https://consultations.southglos.gov.uk/gf2.ti/-/647202/17981541.1/PDF/-/Child_Poverty_Needs_Assessment_consultation_draft.pdf)

The ward of Staple Hill has further been identified as having high levels of child poverty as evidenced by the Bristol Post article (informed by calculations from a group of children’s charities using Government data):

<http://www.bristolpost.co.uk/news/bristol-news/revealed-poverty-neighbourhood-bristol-area-265135.amp>

As highlighted by Marc Rowland, in his book ‘An updated practical guide to The Pupil Premium’, the school recognizes that some of its most vulnerable pupils are those who come from ‘minimum wage’ families. To tackle this problem, the school aims to provide resources and intervention at the point of need and ensure that the Pupil Premium funding is used to improve the quality of teaching and learning as a priority. It is thought this can have a more positive impact on all learners within the ‘EVER 6 FSM’.

The school is also investing in the re-visioning of EYFS in order to maximise the impact of Early Years moving forward. Kathy Sylva’s EPPSE 3-16 project (Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study, DFE-RR128, June 2011) shows that 2-3 years of high-quality pre-school impacts on outcomes at least to 16, particularly for disadvantaged learners.

In addition to this, CPD is highly-focused on improving the quality of teaching and learning in KS1 and 2 by focusing on pedagogy and setting learning expectations. In Sonia



Blandford’s book ‘Born to Fail?’, she suggests that understanding how and why children can learn is fundamental to pedagogy and offers the following recommendation:

*‘Given that the majority of teachers are middle-class, an appropriate starting point might be to increase understanding of how working class, disadvantaged and SEND children learn, and refocusing teacher training and professional training on the majority of the population in schools, identifying what is needed to prepare children for work.’*

The school recognises the effects of child poverty on educational, health and social outcomes and its approach draws on a broad evidence base which can be viewed in the bibliography at the end of this document.

### Identified Barriers to Success:

Poor oral language and communication skills when compared to their non-disadvantaged peers.
Poorer health outcomes and poorer health overall leading to lower attendance than their non - disadvantaged peers
Fewer opportunities to access text and fewer opportunities to develop cultural literacy.
Fewer opportunities to engage with hobbies and interests leading to social isolation and lower levels of aspiration and resilience
Disadvantaged pupils are more likely to have dual barriers to success such as SEN/D and/or a safeguarding/child protection history.

Measure	Activity
<i>To develop oracy skills and close the vocabulary gap.</i>	<ul style="list-style-type: none"> <li>• Oracy forms one pillar of our curriculum</li> <li>• All staff receive training on how to teach oracy including staff in the Early Years.</li> <li>• Speech and Language therapist commissioned (one day fortnightly) to support pupils and provide bespoke CPD to teachers and teaching assistants.</li> <li>• Additional external Speech &amp; Language Therapists work with children with specific SLCN (Speech and Language Communication Need)</li> </ul>
<i>To ensure that all children attend school regularly (96%+ attendance)</i>	<ul style="list-style-type: none"> <li>• Parent Support worker (PSW), HT and Attendance Officer monitor attendance</li> </ul>



	<ul style="list-style-type: none"> <li>• Pastoral Support Team (SENCo, HT, PSW, ELSA) action support and address issues through ELSA/Nurture/SAF</li> <li>• EWO commissioned</li> <li>• Subsidised Breakfast Club to target pupils</li> </ul>
<i>All pupils have access to high quality texts with additional opportunities to engage and enjoy so that every child is a reader.</i>	<ul style="list-style-type: none"> <li>• Maintain library provision</li> <li>• Trial Collaborative Comprehension in Y2, 4 &amp; 6.</li> <li>• Weekly reading volunteers</li> <li>• Buddy reading sessions</li> <li>• 1:1 adult reading</li> <li>• Daily book time</li> </ul>
<i>All pupils have access to an enriching and engaging curriculum offer which empowers them as global citizens.</i>	<ul style="list-style-type: none"> <li>• External Textiles teacher in PPA</li> <li>• School trips</li> <li>• Sports Coach after-school and lunchtime clubs</li> <li>• Oracy opportunities across the curriculum increased</li> <li>• Cultural literacy has a greater focus in our new curriculum (Cultural Capital &amp; Forever Knowledge explicitly identified)</li> </ul>
<i>Relationships and nurture ensure that pupils with dual barriers feel safe and emotionally regulated in school.</i>	<ul style="list-style-type: none"> <li>• Better Behaviours project</li> <li>• Pastoral Support Team and multiagency work</li> <li>• Zones of Regulation</li> <li>• ELSA</li> <li>• PSW nurture</li> <li>• Commission external Behaviour Support Advisory Teacher observe and assess target pupils and make recommendations for support (Alison Little)</li> <li>• Commission external ASD Support Advisory Teacher to observe and assess target pupils and make recommendations for support (Claire Phillips)</li> <li>• SENCo Surgeries to upskill teachers in meeting needs of ASD pupils</li> <li>• Impact Mentoring</li> </ul>
<b>Projected spending</b>	<b>£114,940</b>



## Teaching priorities for current academic year

Aim	Target	Target date
<i>Progress in Reading:</i>	Begin to close the KS2 reading progress gap showing the beginning of a 3-year rising trend	July 2020
<i>Progress in Writing</i>	Achieve within 0.5 of national average progress score in writing showing the beginning of a 3-year rising trend.	July 2020
<i>Progress in Mathematics</i>	Achieve within 0.5 of national average progress score in mathematics showing the beginning of a 3-year rising trend.	July 2020
<i>Phonics</i>	The percentage of disadvantaged pupils passing the Y1 phonics screening check is above national.  100% of Y2 disadvantaged students pass the re-sit of the phonics screening test.	July 2020
<i>Further develop the shared ethos and pedagogy in teaching and learning in KS 1 and 2.</i>	Teachers understand how and why children can learn and there is increased understanding of how working class, disadvantaged and SEND children learn.	July 2020
<i>Further develop the shared ethos and pedagogy in the Early Years leading to improved transition in KS1.</i>	Early Help is provided to the very youngest pupils in the school and needs/barriers are identified within the Reception setting.  Disadvantaged pupils are identified in EYFS with quality first teaching and interventions in KS1 leading to disadvantaged pupils achieving at the national average by the end of KS1.	July 2020
<i>Attendance</i>	Average attendance of disadvantaged pupils is above 95%.	July 2020



## Targeted academic support for current academic year

Measure	Activity
<p><i>Progress in reading, writing and maths.</i></p>	<p>Newly commissioned Speech and Language Therapist to support 1 day (fortnightly).</p> <p>Commission cover teacher two afternoons a week to release Y6 teachers to provide booster teaching.</p> <p>Maths Raising Standards Lead to deliver bespoke training to NQTs to ensure quality first teaching underpins the PP strategy.</p> <p>Bespoke English and Maths training on teaching and assessment to increase teacher proficiency in identifying gaps and target teaching for accelerated progress.</p> <p>Induction for new staff includes SMARTER strategy, lesson expectations and Better Behaviour CPD.</p> <p>Performance management book club introduced to develop teacher agency and elevated quality of teaching. Books and professional library developed.</p> <p>SLT trained as coaches to develop 'Thinking School' model.</p> <p>English Raising Standards Lead attend 'Train the Trainer' conference on Reading Reconsidered: Doug Lemov. Subsequently, RSL to facilitate training for staff.</p> <p>Non-teaching Deputy Headteacher out of class and covering leadership time in order to ensure consistency in quality of teaching when leaders are out of class.</p> <p>Y6 Third Space 1:1 Online Maths tutoring weekly</p>
<p><i>Phonics</i></p>	<p>All new staff have received RWI training.</p> <p>Phonics SLE attend training and facilitate further training for in-school staff and externally.</p>



	<p>Phonics SLE launch RWI one to one tuition to target underperforming children.</p> <p>Purchase new reading texts to ensure that all are phonically decodable in line with RWI.</p> <p>Purchase additional resources for Early Years to develop skills of blending.</p> <p>Purchase additional decodable books for home learning.</p>
<i>Early years and transition into KS1</i>	<p>EYFS SLE (also the EYFS Lead) support training and Best Practice for own school setting and facilitate delivery of CPD.</p> <p>Performance Management Book Club focus on further developing EYFS learning environment and informed by Alistair Bryce-Clegg's 'Best Practice in the Early Years'.</p> <p>Redesign and develop the Reception classrooms based on ECERS (Early Childhood Environment Rating Scale) and to reflect new vision.</p> <p>ECERS training for EYFS Lead/SLE.</p> <p>Makaton training for Early Years teaching team.</p> <p>Attention Bucket training for 1x Reception teaching assistant.</p> <p>Release for EYFS SLE to visit Best Practice schools and to provide school to school support to KFPS and other cluster schools.</p> <p>Additional CPD to further develop EYFS provisions and curriculum: Forest Schools,</p>



<i>Barriers to learning these priorities address</i>	<p>Poor oral language and communication skills when compared to their non-disadvantaged peers.</p> <p>Fewer opportunities to access text and less opportunity to develop cultural literacy.</p>
<b>Projected spending</b>	<b>£75,000</b>

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<i>Attendance for disadvantaged pupils continues to improve to above 95%+</i>	10 days annual EWO support to review attendance, run meetings, support with legal casework and provide pastoral support through home visits and attendance at SAF meetings.
<i>All Y6 pupils meet their EOYTs in R, W and M and are able to catch up if they are underperforming.</i>	External teachers cover Y6 class on two afternoons per week from Spring Term to release substantive Y6 teachers to accelerate progress for children needing catch-up or challenge to achieve/exceed EOYTs.
<i>A whole-school approach to positive behaviour management based on the work of Paul Dix (When the Adults Change, Everything Changes) leads to positive relationships, purposeful working environments and children are more able to self-regulate.</i>	Involvement in South Gloucestershire 'Better Behaviours' project. 6 x staff meetings, 1 x INSET following 6 x SLT attendance at 'train the trainer' events.
<i>School attends all multi-agency meetings and takes the lead on all SAF involving Staple Hill children.</i>	<p>Part-time PSW trained in mental health first aid, SAF and Child Protection procedures.</p> <p>3 x SLT trained in Advanced CP and Multiagency working.</p>



# Forest Hill Partnership



<p><i>Barriers to learning these priorities address</i></p>	<p>Poorer health outcomes and poorer health overall leading to lower attendance than their non-disadvantaged peers</p> <p>Fewer opportunities to engage with hobbies and interests leading to social isolation and lower levels of aspiration and resilience.</p> <p>Disadvantaged pupils are more likely to have dual barriers to success such as SEN/D and/or a safeguarding/child protection history.</p>
<p><b>Projected spending</b></p>	<p><b>£31,000</b></p>



### Bibliography:

Blandford, S. *Born to Fail? Social Mobility: A Working Class View*, 2017. John Catt Educational Limited.

Dix, Paul *When The Adults Change, Everything Changes* Independent Thinking Press, 2017.

Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/>

Gilbert I, *The Working Class*, Independent Thinking Press 2018

Hudson, Kerry *Lowborn: Growing Up, Getting Away and Returning to Britain's Poorest Towns* Penguin, 2019.

Lemov D. *Reading Reconsidered* Jossey-Bass 2016

Quigley, Alex. *Closing The Vocabulary Gap* David Fulton Books 2018

Rowland, M. *An Updated Practical Guide to The Pupil Premium*, John Catt Publication, 2015

Rowland, M. *Learning Without Labels: Improving outcomes for vulnerable pupils*. John Catt Educational Limited. 2017

Swann M, Peacock A, Hart S and Drummond J *Creating Learning Without Limits* Open University Press 2012

Sylva, K et al, *Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study*, DFE-RR128, June 2011

Voice 21 *Speaking Frankly: The Case For Oracy In The Curriculum* English Speaking Union 2019