

Pupil premium strategy statement: Stenson Fields Primary Community School

1. Summary information					
School	Stenson Fields primary Community School				
Academic Year	2018/19	Total PP budget	£59,100	Date of most recent PP Review	Sept 18
Total number of pupils	391	Number of pupils eligible for PP	42 (11%)	Date for next internal review of this strategy	July 2019

2. Current attainment						
	Pupils eligible for PP (10)			Pupils not eligible for PP (39)		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS2 2018	40%	60%	50%	76.9% (%national)	61.5% (%national)	66.7% (% national)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Childrens emotional wellbeing and self-esteem is low. Some are not ready to learn and access the curriculum, others have low aspirations.
B.	There is a cross over between the disadvantaged children and the SEN children – the number that falls into both is high across the school.
C.	The disadvantaged children through in-year admissions are low at school entry and therefore outcomes are low.
D.	Insufficient progress rates by disadvantaged children in comparison to non-disadvantaged children.
External barriers	
E.	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children with social and emotional issues related to home life experiences are able to self regulate their behaviour and make at least expected progress from their individual starting points. Children aspire to do the best they can.	Quality First teaching and learning support time will be used effectively. The school continue to embed the work started as part of the Attachment programme. Children who are in receipt of PP and have been identified as needing nurture/positive play provision achieve the targets set from the boxall profile and are accessing the curriculum and are beginning to meet more end of year expectations. A 'Growth Mindset' approach will be evident across the whole school and this will be linked with meta cognition (learning to learn). The behavior policy with refer to emotional coaching and interventions. Friendship ambassadors will be established in classes and engage with peers to alleviate frinship issues.
B.	All children with SEND have their individual needs met through quality first teaching and specialist support where appropriate enabling them to achieve their potential. The SENCo monitors the progress of these children in PPM. To utalise FFT Aspire, INSIGHT and internal assessment systems to set and track targets. HT and Assessment lead monitor the progress of PPM and set clear targets.	All SEND and pupil premium children will make at least expected progress from their individual starting points. Effectiveness of interventions will be tracked and progress monitored showing at least expected progress. Expenditure and funding will be clearly idenfied. i.e Reading comp strategies (FFT/Switch On) Maths (Success@arithmetic/1stclass@number)
C.	For class teachers to assess in year admission pupils within the first two weeks and ensure they receive appropriate intervention and provision in order to narrow any identified gaps in learning. See B in relation to SEN in year admissions.	All in-year admission pupil premium children to make at least expected progress and non-SEN children to make above expected progress. Interventions to have taken place as appropriate.

D.	<p>Quality first teaching and targeted interventions in response to assessment for all and more able Pupil Premium Children.</p> <p>Ensure that all teachers have high enough expectations of Pupil Premium Children.</p> <p>Ensure appropriate resources are available to extend learning.</p>	<p>Pupil Premium children and HA pupil premium children will make at least expected and increasingly accelerated progress to achieve at least in line with non-disadvantaged pupils nationally.</p> <p>The gap between DA and non-DA will decrease (particularly in reading/maths).</p>
E.	<p>Children are supported in school with homework etc. and intervention time is used to support children.</p> <p>Parents are encouraged to support their children in their learning – open classroom events.</p>	<p>All parents actively involved in their child's learning. Parents will participate in workshops and open events.</p> <p>For those that is still continues to be an issue – school to provide the support from within or refer to the MAT team.</p>

5. Planned expenditure 2018/19						
QUALITY OF TEACHING FOR ALL						
Desired outcome	Chosen action / approach	COST	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Quality first teaching – all teaching will be at least good and some outstanding.	<p>Arrange CPD linked to the School Improvement Plan and Performance Management targets. (T4W/NQTs/Maths Hub)</p> <p>Opportunities for staff to improve teaching through observations/team teaching/sharing good practice.</p>	£6000	EEF Toolkit – mastery learning kit	<p>Formal observations</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Data outcome</p>	Headteacher SLT	Ongoing
Identify pupils who required additional support to ensure they have access to appropriate interventions/support within the classroom.	<p>Utilising assessment procedures and engagement with the Educational Psychologist to support as appropriate. Ed Psyc assessments, support from specialist outreach workers.</p> <p>CPD for staff to implement interventions and TA time to deliver</p>	£3300	<p>EEF Toolkit</p> <p>Early Years intervention</p> <p>Pupil Outcomes</p>	<p>Pupil outcomes</p> <p>Pupil provision maps</p> <p>SEN Reviews</p>	Headteacher SENCO	Ongoing

	and assess outcomes.					
To ensure teachers plan challenging work, specifically for the most able pupils in English and maths and to increase the proportion of pupils achieving reading, writing and mathematics combined.	Specific CPD around Maths, identifying staff development and areas needed to be developed as a Specific CPD around English, identifying staff. Time for effective pupil progress meetings to ensure groups are identified and appropriate work matched . Assessment leader to ensure all staff are able to use Insight effectively and links to FFT targets.	£4000	EEF Toolkit Pupil Outcomes National Data	Formal observations Learning walks Book scrutiny Data outcome Pupil outcomes Pupil provision maps	Headteacher SLT Maths Co-ordinator English Co-ordinator	Ongoing
TARGETED SUPPORT						
A. Children who are disadvantaged are given support to attend school in line with their peers, make necessary progress and have the necessary social and emotional support to learn.	Nurture provision (training/staffing, resources) Positive Play (training/staffing, resources) Lunchtime clubs (Staffing/resources) Staff development around emotional coaching/behaviour management/ meta cognition.	£5000 £4000 £3000 £1500	EEF toolkit Utilizing high quality trained TAs effectively	Target children – entry Boxall profiles targets set and monitored termly and exit Boxall profile.	SENCO	Termly
Learning is accelerated and diminish the difference between disadvantaged and non-disadvantaged pupils. Children are able to achieve end of yr. expectations.	To provide appropriate interventions to small groups to accelerate progress.(Staffing/CDP) More able pupils DA pupils have adequate resources and challenge within lessons to reach their potential. (Staffing/Resources) Purchasing PUMA assessments in order to check progress against	£15000 £3000 £500	Support staff - key role Termly book scrutiny's EEF toolkit Pupil interviews	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. SLT to observe delivery of intervention programmes to ensure quality and consistency Data outcomes	Assessment lead HT SENCo	Termly

	standardized scores. (After much research, decided to purchase Testbase as better value for money)					
<p>B. For SEN PP children – appropriate intervention and provision is in place and the SENCo monitors the progress of these children in PPM.</p> <p>HT and Assessment lead monitor the progress of PPM and set clear targets. Learning is accelerated and diminish the difference between disadvantaged and non-disadvantaged pupils. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum.</p>	<p>SENCo management time - with intervention teachers/TAs to work on feedback support, embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers</p> <p>Assessment lead – management time to review pupil outcomes and liaise with staff in strategies for raising attainment. To have involvement for tracking DA children and liaising with SENCo to analyse effectiveness of interventions.</p>	<p>£3000</p> <p>£3000</p>	<p>EEF Toolkit high quality feedback</p> <p>Termly assessment</p> <p>Inclusion targets</p>	<p>Pupils progress meetings performance management targets/review</p> <p>SENCo monitors provision and inclusion</p> <p>Feedback from class teachers</p> <p>Lesson observations</p> <p>Pupil Assessment – where children are in relation to end of year expectations</p>	<p>HT Assessment lead</p> <p>SENCo</p>	<p>Termly</p>
<p>C. For class teachers to assess in-year admission pupils within the first two weeks and ensure they receive appropriate intervention and provision in order to narrow any identified gaps in learning. See B in relation to SEN/EAL in year admissions.</p>	<p>Early assessment to take place as soon as the child is admitted to school (2 weeks)</p> <p>Small targeted guided group work within lesson time or additional intervention as appropriate.</p>	<p>Costed above</p>	<p>Termly assessments</p> <p>Intervention work meets the needs of the individual child.</p> <p>EEF Toolkit</p>	<p>Pupils progress meetings and performance management</p> <p>Led by qualified teacher</p> <p>Assessment lead and HT monitors provision</p>	<p>HT Assessment lead</p>	<p>As required</p>

D. Parental engagement is an issue with some of our pupil premium families.	Nurture staff to assist with parental/pupil engagement Open school events Early parent/teacher interviews Parental workshops Weekly Newsletters (tried weekly – feedback was it was too much, change to monthly) Provision in school to support Effective communication with parents through use of Parent Mail.	Costed above £1000	EEF toolkit Professional knowledge	Increased number of parent questionnaires completed. Increased attendance at parents evening and other special events. Level of parental engagement rises	Head Gobs	Ongoing
OTHER APPROACHES						
Funding for Yr. 6 residential Pupil premium children	£1000 Child able to attend the Yr. 6 residential so that no child is excluded due to monetary constraints	£1000	Inclusion Professional knowledge	All pupil premium children who wanted to attend the residential did.	HT Gobs SBM	Autumn
Funding for disadvantaged children on school trips/Clubs/uniform	All DISADVANTAGED pupils across the school – including Ever 6 children/in-service/CiC. 1 x jumper + book bag	£3000 £1000	Inclusion Professional knowledge	Child able to attend the trips throughout the year	HT Gobs SBM	Ongoing
High quality resources for effective teaching and learning and high quality learning environments – especially intervention work.	General resources to ensure disadvantaged children have high quality resources for intervention, development to learning areas, enhancing the curriculum.	£1800	Professional knowledge	Feedback from class teachers Learning walks/observations Assessment data Pupil interviews	HT SBM	Ongoing
		£59,100				

REVIEW OF EXPENDITURE FOR ACADEMIC YEAR 2017/18

Total number of pupils	391
Number of pupils eligible for PP	42 (11%)
Total PP budget	£59,100
Total spent	£59,100

Desired outcome	Chosen action / approach	Impact	Lessons learnt
Quality first teaching – all teaching will be at least good and some outstanding.	Arrange CPD linked to the School Improvement Plan and Performance Management targets. Opportunities for staff to improve teaching through observations/team teaching/sharing good practice – links with Teaching Schools	CPD took place for Maths (PS/R) and T4W, data shows that maths outcomes increased in most year groups, work in books showed evidence of PS/R and challenge beginning to come through, good progress in writing was seen in books – to transfer to data by 2018/19. Progress measures for KS2 SATs improved in R/W/M.	Strategies were successful. To continue to embed and check consistency. Further CPD for new staff from Sept 2018.
Identify pupils who required additional support to ensure they have access to appropriate interventions/support within the classroom.	Utilising assessment procedures and engagement with the Educational Psychologist to support as appropriate. Ed Psych assessments, support from specialist outreach workers.	The Ed Psych was involved in working with 5 PP children. Strategies were given to staff to support pupils and funding was applied for as appropriate. Pupils made expected progress.	Strategy is effective.
Improve outcomes in Maths across the whole school by implementing the Maths Mastery approach.	CPD around Maths, identifying staff development and areas needed to be developed as a whole staff (i.e problem solving and reasoning).	CPD took place for Maths (PS/R) and T4W, data shows that maths outcomes increased in most year groups, work in books showed evidence of PS/R and challenge beginning to come through. KS2 SATs progress measures have improved significantly.	Strategy is effective. To continue to embed and check consistency. Further CPD for new staff from Sept 2018.
Improve outcomes in English across the whole school.	CPD around English, identifying staff development and specific areas needed to be developed as a whole staff (i.e. T4W).	CPD took place for English - specifically T4W, good progress in writing was seen in books – to transfer to data by 2018/19. Progress measures for KS2 SATs	Strategy is effective. To continue to embed and check consistency. Further CPD for new staff from Sept 2018.

		improved in R/W/M.	
A. Children who are disadvantaged are given support to attend school in line with their peers, make necessary progress and have the necessary social and emotional support to learn	<p>Nurture provision (training/staffing, resources)</p> <p>Positive Play (training/staffing, resources)</p> <p>Lunchtime clubs (Staffing/resources)</p> <p>Employ EAL learning mentor (2 ½ days per week)</p>	<p>Boxhall profiles show that at least good progress has been made for pupils accessing nurture and positive play. Parent, staff and pupil questionnaires have been very positive. Behaviour analysis shows that there have been fewer lunchtime incidents for pupils attending the Hive.</p> <p>Data shows EAL pupils have made at least expected progress and some more than expected progress.</p>	Strategy is effective. To continue in 18/19.
<p>Learning is accelerated and diminish the difference between disadvantaged and non-disadvantaged pupils.</p> <p>Children are able to achieve end of yr. expectations.</p>	<p>To provide appropriate interventions to small groups to accelerate progress.(Staffing/CDP)</p> <p>More able pupils aspire to do the best they can and have adequate resources and challenge within lessons to reach their potential. (Staffing/Resources)</p>	<p>Training took place for success@arithmetic in summer 18. To continue to embed this during 18/19.</p> <p>More able pupils books show challenge beginning to come through. In school data shows an increase in outcomes for pupils working at greater depth – still to diminish the difference between DA and Non-DA.</p>	Strategies are effective. To continue in 18/19.
<p>B. For SEN PP children – appropriate intervention and provision is in place and the SENCo monitors the progress of these children in PPM.</p> <p>HT and Assessment lead monitor the progress of PPM and set clear targets. Learning is accelerated and diminish the difference between disadvantaged and non-disadvantaged pupils. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum.</p>	<p>SENCO management time - with intervention teachers/TAs to work on feedback support, embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers</p> <p>Assessment lead – management time to review pupil outcomes and liaise with staff in strategies for raising attainment.</p>	<p>New systems and tracking information was developed, this now needs to be consistently embedded and monitored during 18/19 (new SENCo April 18)</p> <p>Assessment leader appointed from Sept 18. Some days spent in school from April 18 to set up new, more effective systems. Tracking of groups has worked well but has the potential to become more streamline through the new system.</p>	Strategies are effective. To continue in 18/19.

C. For class teachers to assess in-year admission pupils within the first two weeks and ensure they receive appropriate intervention and provision in order to narrow any identified gaps in learning. See B in relation to SEN/EAL in year admissions.	Early assessment to take place as soon as the child is admitted to school (2 weeks) Small targeted guided group work within lesson time or additional intervention as appropriate.	Teachers have assessed quickly. Depending on how long the pupil has in school is relative to their progress. The DA pupils making the least amount of progress are the in-year pupils who join us weithin the current academic year. Interventions are put in place, however time to measure the impact is sometimes more of an issue. Progress is seen in books but often not in end of year outcomes.	Strategies are effective. To continue in 18/19.
D. Parental engagement is an issue with some of our pupil premium families.	EAL learning mentor to assist with parental/pupil engagement Early parent/teacher interviews Parental workshops Newsletters Provision in school to support	There was limited contact with EAL parents, although pupils made at least good progress. Parent interviews were well attended. Additional meetings took place for DA pupils if relevant. Workshops and open events have taken place and were well attended.	Strategies are effective. To continue in 18/19.
Funding for Yr. 6 residential Pupil premium children	£1000 Child able to attend the Yr. 6 residential so that no child is excluded due to monetary constraints	All pupils that wanted to attend the Y4 and Y6 residential and were able to develop personal and social skills.	Strategies are effective. To continue in 18/19.
Funding for disadvantaged children on school trips/Clubs/musical tuition (Y3/4)	All DISADVANTAGED pupils across the school – including Ever 6 children/in-service/CiC.	All DA pupils were offered a 10 week club. Jumpers and book bags were offered on request. Trips were subsidised accordingly. All pupils had access to clubs/trips and uniform.	Strategies are effective. To continue in 18/19.
High quality resources for effective teaching and learning and high quality	General resources to ensure disadvantaged children have high quality	Additional maths resources, 2 x iPad's, outdoor equipment, equipment for	Strategies are effective. To continue in 18/19.

learning environments – especially intervention work.	resources for intervention, development to learning areas, enhancing the curriculum.	lunch club/positive play/nurture.	
		£59,100	