

Pupil premium strategy statement

School overview

Metric	Data
School name	Stottesdon CofE Primary
Pupils in school	92 (+ 19 Nursery)
Proportion of disadvantaged pupils	8.7%/7 pupils (1 pupil in each Rec/KS1 year + pupils in Y3 (3) and y6 (2))
Pupil premium allocation this academic year	£13,760 + £7035 catch up funding
Academic year or years covered by statement	2019-21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Katie Jones
Pupil premium lead	Katie Jones
Governor lead	Sarah Price

Disadvantaged pupil progress scores for last academic year (2 pupils only) Please note: Figures are for 2019 as 2020 are not available (Covid)

Measure	Score
Reading	Pupil 1: 7.69 Pupil 2: 1.92
Writing	Pupil 1: -0.06 Pupil 2: 4.76
Maths	Pupil 1: -2.09 Pupil 2: 4.49

Disadvantaged pupil performance overview for last academic year (2 pupils only) Please note: Figures are for 2019 as 2020 are not available (Covid)

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0% (50% in reading)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Staffing has the capacity and professional knowledge for interventions, overlearning and greater depth provision
Priority 2	Pupils self esteem is boosted through breadth of achievement; equal access; strong parental liaison; over the shoulder support; 'no worries' or anxiety support as appropriate.
Priority 3	Quality of teaching and learning in mixed age classes supports pupil progress for all (those below ARE; those who could be targeted for greater depth)
Barriers to learning these priorities address	<ul style="list-style-type: none">• Pupils not reading regularly and fluently. They need to enjoy reading and demonstrate comprehension of what they are reading.• 'Gaps in learning' (maths (vocab, fluency, knowledge), phonics, sentence construction, handwriting and spelling) which prevent more rapid progress• Self esteem, emotional resilience and motivation• Specific social and emotional needs (e.g. attachment/worries)

Projected spending	£13,760
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Teaching priorities for current academic year

Please note as numbers are so low targets need to be looked at on an individual basis. Below is a summary of what we are aiming for. Provision maps and tracking sheets detail progress against objectives

Aim	Target	Target date
Progress in Reading	4 – 5/7 pupils achieve ARE 2/7 achieve greater depth for their age group 100% make expected progress with 4/7 making accelerated progress.	July 2021
Progress in Writing	4 – 5/7 pupils achieve ARE 2/7 achieve greater depth for their age group 100% make expected progress with 4/7 making accelerated progress.	July 2021
Progress in Mathematics	45/7 pupils achieve ARE 1/7 achieve greater depth for their age group 100% make expected progress with 4/7 making accelerated progress.	July 2021
Phonics	2/2 have evidence of significant phonic progress appropriate to them.	July 2021
Other	Self esteem and emotional needs are well managed and don't prevent progress	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 above	<ul style="list-style-type: none"> - Make sure staffing supports need e.g Rec support; Y1 provision; Y3 provision; Y6 provision (pupil premium and catch up monies) - Feedback supports children in having ownership of what they are good at and their next steps. They have the confidence, disposition, and skills to evaluate their own work. - Interventions have clear links to gaps in learning and overlearning proactively picks up the embedding of new learning. Provision maps record and evaluate these areas - Outside agency assessments as appropriate - Training in interventions or specific areas supports staff in helping children plug gaps (e.g. phonic training of new staff; phonic training of lower KS2 staff etc) - Pupils are excited and motivated by reading texts (book reward scheme). They are monitored regularly with their reading to check book choice/variety and how they are sustaining reading to finish books - Consider national tutoring programme for children with specific gaps and for whom it is not appropriate to fit any more into the school day (overload) and therefore would benefit from a different 'boost' (catch up monies) - Run homework and catch up clubs after school (catch up monies)
Priority 3 above	<ul style="list-style-type: none"> - Support staff in considering differentiation and programme of provision in order to support the range of abilities (book scrutiny and lesson observation feedback; writing moderation; reading comprehension provision and cpd; greater depth questioning cpd; mixed age maths plans; maths coverage outside of main lessons) - Reading comprehension is explicitly taught in all year groups as evidenced by reading journals. - Language is developed through word of the day and promoting an interest in vocabulary. - Maths provision uses context and real life problems throughout topics being covered (supports application of skills and memory retention)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils not reading regularly and fluently. They need to enjoy reading and demonstrate comprehension of what they are reading. • Pupils interest in vocabulary and resilience to work out a word they don't know • 'Gaps in learning' (maths (vocab, fluency, knowledge), phonics, sentence construction, handwriting and spelling) which prevent more rapid progress

	<ul style="list-style-type: none"> More specific barriers (SEND) which need specific support (e.g. speech and language, fine motor, dyslexia)
Projected spending	£11550

Wider strategies for current academic year

Measure	Activity
Priority 2	<ul style="list-style-type: none"> Pupils self esteem is boosted through a range of wider achievements (sport, art, music, DT, science, computing etc). The school sustains a breadth of opportunities: after school clubs; enrichment. Pupils have equal access to educational trips and after school activities through funding these where necessary Pupils are offered financial support to the new laptop purchase scheme and involved in linking home school learning on them. Anxiety or 'no worries' support is given where appropriate Strong parental liaison supports families and targeted Early Help is directed where appropriate
Barriers to learning these priorities address	<ul style="list-style-type: none"> Self esteem, emotional resilience and motivation Specific social and emotional needs (e.g. attachment/worries)
Projected spending	£2210

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Active learning and pupil ownership of learning. Some of our pupil premium pupils and other vulnerable pupils (as a result of Covid) are quite dependent on support; lack resilience or don't apply/use what they know	<p>Keep learning skills high profile in the school.</p> <p>High expectations of actively listening</p> <p>Be firm and fair. Some children default to a strategy of asking for help before grappling with something themselves.</p> <p>Praise for independent effort</p> <p>Praise for active listening to help you succeed</p> <p>Tightly focussed/scaffolded activities so support children in achieving success</p>
Targeted support	<p>Enough staffing and finance to meet need</p> <p>Enough time to keep taking children out without negatively impacting on their enjoyment of the wider curriculum</p>	<p>Tightly monitor the budget in case more support can be afforded.</p> <p>Consider online tutoring programme</p> <p>Catch up club after school</p>
Wider strategies	Pupil 'take up' of wider opportunities and ability to offer wider opportunities in pandemic	<p>Consider online enrichment and artefact boxes</p> <p>Consider more in house workshops (using hall)</p> <p>Consider optimising Summer 2021 as much as possible.</p>

Termly pupil progress reviews (report and provision maps) will evaluate and inform the next terms implementation.

Review: last year's aims and outcomes (assessed using the picture at the end of Easter 2020)

Aim	Outcome
Staffing has the capacity and professional knowledge for interventions, overlearning and greater depth provision	<ul style="list-style-type: none"> - Staffing at Y5/6 was augmented in maths in order to support the progress of all abilities in maths - Progress and attainment at Y5/6 was outstanding in all areas (pupil progress and attainment report). With 50% of disadvantaged in this area of the school this is significant. - Interventions had clear links to gaps in learning and overlearning proactively picked up the embedding of new learning. Monitoring showed a positive picture and this led to positive data below. Staff meetings and SENco time was well used to tighten provision.
Pupils self esteem is boosted through breadth of achievement; equal access; strong parental liaison; understanding of our behaviour policy and how attachment is catered for.	<p>As of Easter 2020 the school was continuing to have good impact in this area:</p> <ul style="list-style-type: none"> - Pupils were enjoying a range of achievements and opportunities (enrichment/clubs) - Pupils were equally accessing the broad range of trips and activities - Pupils were offered financial support for laptop scheme – although the scheme was delayed - The school behaviour policy was updated to take into account attachment approaches. A PD day was used to support this. - Strong parental liaison was in place through a range of staff. <p>However the impact of Covid 19 has had massive effects for some:</p> <ul style="list-style-type: none"> - 50% of families accessed vulnerable pupil support as home learning was challenging - The other 50% chose not to access any schooling in the summer term at all. Although home learning went well in these families, there has been social interaction and self esteem challenges for some on their return
<p>Quality of teaching and learning in mixed age classes supports pupil progress for all (those below ARE; those who could be targeted for greater depth)</p> <p><u>Highlighting is based on the picture at Easter 2020</u></p>	<ul style="list-style-type: none"> - Through the SDP focus staff were prioritising, considering and developing greater depth provision (book scrutiny and lesson observation feedback; writing moderation; reading comprehension provision and cpd; greater depth questioning cpd; mixed age maths cpd through mastery programme) - Stotty bookfest; book reward scheme excited and motivated children with their reading texts. However the break in the year negatively impacted our ability to optimise what we had introduced. - Reading comprehension was more explicitly taught in all year groups as evidenced by reading journals. - Language and vocabulary initiatives were promoting an excellent interest in vocabulary. Barriers in this area were reducing - Maths provision using context and real life problems throughout topics (not just at the end) was supporting application of skills and memory retention. We tried to maintain coverage of the full curriculum but this was extremely challenging. <p>Statistics below show the excellent impact were having at Easter 2020. However the 5 month disruption has had significant impact which our new plan is addressing.</p> <p>READING 86% achieve ARE 1 pupil not at ARE made 1 years progress in 2 terms. 67% achieve greater depth for their age group 3-4/6 were on track for this 100% make expected progress with 33% making accelerated progress. 4/6 make accelerated progress by Easter.</p> <p>WRITING 86% achieve ARE 67% achieve greater depth for their age group 3-4/6 were on track for this 100% make expected progress with 33% making accelerated progress. 4/6 make accelerated progress by Easter.</p> <p>MATHS 100% achieve ARE 5/7 achieved this. 6/7 may have achieved but summer term progression needed. 50% achieve greater depth for their age group – may have been achieved but summer term needed to really evidence building and application of mastery 100% make expected progress with 33% making accelerated progress.</p> <p>PHONICS 100% meet the standard – based on Easter assessment</p>