

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Stephenson Memorial Primary School
Pupils in school	364
Proportion of disadvantaged pupils	202 (56%)
Pupil premium allocation this academic year	£219,750
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Mrs K Lilico
Pupil premium lead	Mrs C Garrett
Governor lead	Miss L Gibson

## Disadvantaged pupil progress scores for last academic year

Measure	Score (2019 SATs results)
Reading	50%
Writing	50%
Maths	60%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	45%
Achieving high standard at KS2	0%

Measure	Activity
PP children to attain closer to National Averages and therefore close the school gap	<p>Targeted interventions, class trackers, carefully planned assessment cycle and pupil progress meetings. Masterclasses to be used to support learning and external agency support and regular reviews. Children will make at least expected progress.</p> <ul style="list-style-type: none"><li>Specific roles of TAs-speech and language in EY and 1:1 interventions in KS2 working with PP children with specific targets in reading and writing. Staffing cost £30,744 (S&amp;L)</li></ul>

	<ul style="list-style-type: none"> <li>● Maths and Literacy Leads have specific focus on their action plans in order to raise attainment levels across school.</li> <li>● Class trackers set up with all relevant assessment data and information on prior attainment and targets. Teachers clear on expectations in order to plan suitably supportive and challenging sessions following termly pupil progress meetings with SL</li> <li>● Exploration into 'Oracy' and the benefits that this has for raising outcomes for disadvantaged pupils</li> <li>● PP pupil focus during deep dives across the year (literacy and maths deep dives Autumn 2)</li> <li>● Catch up funding to be used across school and allocated to PP pupils Funding to be allocated for the purchase of Reading Plus KS2, increased hours for TA Y3, Better Reading Programme and additional TA Y6</li> </ul>
Attendance of PP children to rise from 94.6% (September 2020) to 96%	Weekly attendance procedures will continue and the school will be able to evidence that an increase can be seen in attendance overtime.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Attainment gaps: Our non PP children attain in line with National Average Peers; the attainment of PP children falls below NAs</li> <li>● Attendance of PP children is 94.7%- lower than non PP children</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>● Designated teaching assistant who has responsibility for attendance will monitor lateness and absence and follow school policy and procedure-information shared with governors, regularly, to discuss. Staffing cost £12,624</li> <li>● Children have access to free Breakfast Club which is subsidised by Greggs and the school. Places are limited due to current situation but normally, 150+ attend ensuring children are prepared and on time for school to start</li> <li>● Trained specialist teachers (Forest School and PE) are used in school in order to raise self esteem, motivation and engagement and drive the desire to want to come to school. Staffing cost £82,694</li> <li>● Additional TA Y6 and additional TA hours Y3</li> </ul>

**Teaching priorities for current academic year** (as taken from School Development Plan Sept 2020)

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Literacy	To ensure a sharp focus on effective assessment of children's knowledge, skills and understanding enables good or better progress to be made from identified starting points, across the school resulting in raised levels of attainment.	June 2021
Progress in Mathematics	To ensure a sharp focus on effective assessment of children's knowledge, skills and understanding enables good or better progress to be made from identified starting points, across the school resulting in raised levels of attainment.	June 2021
Progress in Science	To ensure a sharp focus on effective assessment of children's knowledge, skills and understanding enables good or better progress to be made from identified starting points across the school resulting in raised levels of attainment.	June 2021
Quality of Education	To embed a curriculum design that is carefully crafted, rich in knowledge and effectively allows children to retain and recall learning in an engaging and motivating project, meeting the needs of all children.	June 2021
Personal Development	To further develop a culture of safety, togetherness, mindfulness and wellbeing for the whole learning community	June 2021
Remote Learning	To further integrate and enable all children to access technology in school and remotely to support learning. To develop a remote learning plan to minimise the impact of absence on children's learning.	June 2021
Academic progress	To secure attendance at National Averages and support families in order for children to attend school everyday.	June 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
FSM6 children with SEND will make expected progress by the end of the year	<p>Targeted interventions, class trackers, carefully planned assessment cycle and pupil progress meetings. Masterclasses to be used to support learning and external agency support and regular reviews. Children will make at least expected progress and catch up</p> <p>Lesson and planning to clearly support the lower ability children to ensure that expected progress is made.</p> <p>Individual support plans will be closely monitored and tracked on half termly basis.</p>
FSM6 children with safeguarding/SEMH will make expected progress by the end of the year	<p>For all children to access Thrive.</p> <p>Data to be collected through tracking grids.</p>
FSM6 non SEND children to make ARE this year -80% of children did RWM; 20% didn't (20019 data)	To ensure that targeted children (20%) in their areas of need, make accelerated progress and to ensure that PP non SEND progress rises next year.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• 30% of our PP children are also on SEND register of being closely monitored for early intervention</li> <li>• School Context of Deprivation: 74% of the school live in the 20% most deprived areas nationally, challenges are a significant barrier to learning. 26% of PP children fall within this category and 40% of PP children are SEND and safeguarding (2019 data)</li> </ul>
Projected spending	<p>£12,500 staffing costs</p> <p>£5,000 Educational Psychologist</p> <p>£37,022 Thrive Team</p> <p>£9,000 CPOMS</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Implement and develop Reading Plus across Key Stage 2

Priority 2	Dedicated attendance team working with families in a multi agency approach
Priority 3	Maintain and fully fund free breakfast club
Barriers to learning these priorities address	Staff fully on board with new initiatives. Parents unwilling to engage with school and their child's education.
Projected spending	£8,000 over 3 years (£2,666 20/2021) £12,500 staffing costs £15,000 Breakfast Club

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Class trackers to be used regularly by staff to ensure that children are on track for end of year and end of key stage expectations	<ul style="list-style-type: none"> <li>• NTAGs to be used as ongoing 'skills gaps' assessment tool.</li> <li>• Deep Dives, data analysis and Quality Committee will also be used</li> </ul>
Targeted support	Teachers to react swiftly to the needs of children-driven by data and professional knowledge of teachers	SLT to analyse data half termly (light touch) in order to ensure interventions/masterclasses are working effectively Pupil Progress meetings with staff to ensure effective use of interventions to ensure children are making expected progress
Wider strategies	Children have emotional barriers to learning that can impede them reaching full potential	Thrive Lead to undertake specific training around counselling strategies in order to support the most vulnerable and hard to reach children and families

## Review: last year's aims and outcomes

Aim	Outcome
Maintain fully funded breakfast club	*Aim is fully met and continues to contribute positively and significantly for the attendance of PP children. Attendance of PP children is and will continue
Increase attendance rates for pupils eligible for PP	*Dedicated attendance team working with families in multi agency approach,

	striving to constantly raise attendance levels
Ensure numbers of pupils eligible for PP who are PA, decreases	*Dedicated attendance team working with families in multi agency approach, striving to constantly raise attendance levels
Increase parental engagement of most vulnerable families	*Thrive Lead trained in 'Family Thrive' so that family workshops can take place (unable to hold these workshops due to Covid 19) Looked at how Thrive can link more with family members as research states, family support is crucial to raising outcomes

\*These outcomes contribute significantly to these areas of concern.

These areas will be constantly reviewed.