

# Pupil premium strategy statement

1. Summary information					
School	Stottesdon CofE Primary School				
Academic Year	18/19	Total PP budget	£16140		
Total number of pupils	103	Number of pupils eligible for PP	8 (+ 2 pupils who have left the school so not in plans)		
2. Current attainment (2018)					
			<i>Pupils eligible for PP (your school)</i>		<i>All pupils (national average)</i>
End of EYFS % achieving GLD 2018			2 pupils (15 in cohort) 100%		66.7% (71.6%)
Phonic Screening Y1 (Y2 retake)			No pupils		92.3% (83%) 100% on retake – 1 pupil
KS1			No pupils		
KS2		Number of PPG pupils	% of PPG pupils in School achieving the standard	National benchmark (attainment of non PPG)	Progress score for PPG – 1 pupil (national average for non-disadvantaged pupils)
Reading	% achieving expected standard	1 16 in cohort	100%	80%	-3.7 (0.31)
	% achieving greater depth		0%	33%	
Writing	% achieving expected standard		100%	83%	0.85 (0.24)
	% achieving greater depth		0%	24%	
Maths	% achieving expected standard		100%	81%	0.95 (0.31)
	% achieving greater depth		0%	28%	
Grammar, punctuation & spelling	% achieving expected standard		100%	82%	NA
	% achieving greater depth		0%	39%	

				Reading				Writing				Maths			
				% at Age related expectations +		% at greater depth		% at ARE +		% at greater depth		% at ARE +		% at greater depth	
	No of pupils	No of PPG pupils	% PPG	PPG	All pupils	PPG	All pupils	PPG	All pupils	PPG	All pupils	PPG	All pupils	PPG	All pupils
Year 3	16	2 (1 SEN)	12.5%	50%	87.5%	0%	19%	50%	50% (69% at d+)	0%	12.5%	50%	43.75% (69% at d+)	0%	12.5%
Year 4	15	2 (1 now left)	13.3%	50% (now 100%)	80%	50% (now 100%)	33%	50% (now 100%)	73%	50% (now 100%)	47%	50% (now 100%)	60% (73% at d+)	0%	27%
Year 5	16	2	12.5%	50%	69%	0%	12.5%	0%	56%	0%	25%	0%	50% (69% at d+)	0%	12.5%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Our 8 pupils have very differing issues which we address through individual plans as patterns are not appropriate with such a low statistical numbers.

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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|-----------|--|
| <b>A.</b> | Low self esteem, poor emotional resilience and poor motivation for some pupils                   |
| <b>B.</b> | 'Gaps in learning' which need input in order to secure more rapid progress                       |
| <b>C.</b> | Pupils sustain greater depth attainment through challenge and support                            |
| <b>D.</b> | Pupils read regularly, enjoy reading and demonstrate their understanding of what they have read. |

#### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | Some specific social and emotional needs which are being addressed through Looked After Children support or Early Help. |
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved self esteem, emotional resilience and motivation	Evidenced by pupil interviews and staff reports. EHAF and PEP meetings track impact. Pupils are proud of their achievements and apply themselves fully to tasks.
<b>B.</b>	'Gaps in learning' which need input in order to secure more rapid progress	PPG pupils make accelerated progress to close gaps to age related expectations
<b>C.</b>	Pupils sustain greater depth attainment through challenge and support	Evidenced in progress, book looks, lesson observations and continued attainment at above age related expectations.
<b>D.</b>	Pupils read regularly, enjoy reading and demonstrate their understanding of what they have read.	Evidenced in pupil progress and attainment. Evidenced in tracking of reading and achievement on school reward scheme. Evidenced through pupil interviews.

## 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 (cost)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
'Gaps in learning' which need input in order to secure more rapid progress	Engaging in teaching for mastery programme (all staff) (£500 for cpd cover)	Mastery learning is identified on EFA toolkit. Provision which caters for sequential steps and varied presentation will support the gaps in learning	Engaged in Maths Hub work with Shropshire and Mastery teachers who will coach and advise	All staff	At the end of each term
	Use of case studies to track and target specific areas of progress.  Specific success criteria which children have ownership of (adapted system in place)	Proven track record in school. Also facilities more precise feedback, pupil conferencing and success criteria which are all on EFA toolkit	Termly staff meeting reviews for work scrutiny. Termly tracking to evaluate impact Termly moderation which focuses on pupils not at ARE External consultant to review (£250)	Classteachers	At the end of each half term
	Booster clubs for Y6 cohort as appropriate	Smaller group tuition is identified on EFA toolkit	Analysis of need – targeted – run by teacher	CM	Summer 2019
Pupils sustain greater depth attainment through challenge and support	Mixed age classes are supporting exposing more able pupils to depth in learning (particularly at Y5/6)  Small group maths starter for more able PPG (£200 in Teme)  Maths, phonics and reading comprehension and English lessons split into 3 groups across Reception and Y1 (£1500)	Our mixed age classes allow for fluid grouping across age groups within the class. Pupils are exposed to depth and the next level of work which can support the progress of higher attaining pupils.  Additional staffing supports differentiated starter.  Early intervention is acknowledged as strong impact on EFA toolkit. Challenge for more able.	Termly staff meeting reviews for work scrutiny.  Termly tracking to evaluate impact  Termly moderation which focuses on target pupils	All staff	At the end of each term

<p>Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.</p>	<p>Explicit teaching of comprehension skills to year groups (in particular ability to answer questions in writing – not just verbally). ( £100 in Severn, Corve and Rea + £500 for resources)</p> <p>Maintaining guided reading groups (£200 in Teme)</p> <p>Using a whole class text with older pupils</p> <p>Reading reward scheme which tracks, values and rewards regularly reading. (£15 per pupil = £120)</p>	<p>Teaching reading comprehension strategies are acknowledged as effective on EFA toolkit.</p> <p>Small group teaching acknowledged on EFA</p> <p>We have evidence that shows this is supporting accelerated progress of less able.</p> <p>Evidence in school shows this supports motivation and valuing of regular reading.</p>	<p>Reading diaries checked weekly</p> <p>Pupil interviews (Governors and SLT)</p> <p>Termly tracking</p> <p>Observations of sessions</p>	<p>Classteachers</p> <p>CM</p>	<p>Autumn Term and ongoing</p>
	<p>Talk for writing approaches are adopted throughout the school to boost speaking, vocabulary and writing process.</p>	<p>Programme with proven track record</p>	<p>Termly staff meeting reviews for work scrutiny.</p> <p>Termly tracking to evaluate impact</p> <p>Termly moderation which focuses on pupils not at ARE or who are target pupils</p>	<p>CM</p> <p>all staff</p>	<p>Autumn I and ongoing</p>
	<p>Adoption of word of the day in every class.</p>	<p>QLA analysis showed some areas for development in inference, making comparisons and word meaning. Supporting the understanding and use of a wider range of vocabulary will support comprehension progress. The EFA acknowledges this.</p>	<p>Termly staff meeting reviews for work scrutiny.</p> <p>Termly tracking to evaluate impact (reading and writing)</p> <p>Termly moderation which focuses on pupils not at ARE or who are target pupils</p> <p>Case studies to look application of vocabulary</p>	<p>All staff</p>	<p>At the end of each term</p>
<p><b>Total budgeted cost</b></p> <ul style="list-style-type: none"> <li>- <b>Staff CPD (£500)</b></li> <li>- <b>External consultant reviews (£250)</b></li> <li>- <b>Reading reward scheme (£120)</b></li> <li>- <b>Comprehension materials and delivery (£600)</b></li> <li>- <b>Staffing in Teme class to support targeted groups and 3 way split for phonics/reading/English/maths (£1900)</b></li> </ul>					<p><b>£3370</b></p>

ii. Targeted support					
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 implementation?
'Gaps in learning' which need input in order to secure more rapid progress	<p>Interventions in maths (pre-teaching/over-learning/additional sessions) plug conceptual gaps which supports more rapid progress overall Pre-teaching and overlearning (£2400)</p> <p>Mental maths support groups e.g. times tables</p> <p>'Pupils spelling/phonic gaps are overcome and pupils confidently apply SPAG knowledge to their writing Spelling intervention sessions to focus on phonic application/gaps, keyword acquisition and application, (£250) For some older pupils this will progress to slow write creative writing session</p> <p>1:1 Tuition outside the school day (£250)</p> <p>1:1 conferencing and feedback within the school day (£500)</p>	<p>Proven track record in school. Also allows for learning to learn aspects, feedback, and smaller group tuition which are all on EFA toolkit</p> <p>1:1 is positively acknowledged by EFA and has proven track record at school. Allows for feedback and smaller group tuition which are positively acknowledged by EFA</p> <p>Feedback is highly acknowledged by EFA toolkit</p>	<p>Tracked on smart targets on provision map or tracking sheets Tracked on termly progress data</p>	TK JJ CM KR	Termly on provision map and through progress data.
Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	<p>1:1 reading where this isn't regularly happening at home. (£700)</p> <p>Reading comprehension groups (£350)</p>	<p>1:1 is positively acknowledged by EFA and this also has positive impact on self esteem.</p> <p>Reading comprehension strategies and small group tuition is positively acknowledged on EFA</p>	<p>Check of reading diaries Tracked on smart targets on provision map Tracked on termly progress data Pupil feedback</p>	All staff	Ongoing
<b>Total budgeted cost</b>					£4450
<ul style="list-style-type: none"> <li>- Interventions £3400</li> <li>- Reading interventions £850</li> </ul>					

### 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?
<p>Improved self esteem, emotional resilience and motivation Specific social and emotional needs do not prevent pupils from learning and progressing</p>	<p>Over the shoulder TA/teacher support so pupils (including those with attachment) know they are being noticed and what is expected of them. This then supports emotional resilience, focus and application (£5000 Severn £2600 Corve)</p> <p>Early Help Process as appropriate</p> <p>Classes with the greatest needs have smaller class sizes.</p> <p>1:1 conferencing (academic or social/emotional) (£250)</p> <p>Engagement in wider clubs, trips and activities (£250)</p>	<p>Specific advice from LAC team and educational psychologists Approach allows for learning to learn discussions as acknowledged by EFA</p> <p>Reducing class size is positively acknowledged by EFA. Cost is not included as has not incurred additional cost to school.</p>	<p>Lesson observations</p> <p>Tracking of pupil progress</p> <p>Work scrutiny of pupils books</p> <p>Pupil and staff feedback</p>	<p>KR CM</p>	<p>Termly</p>
<ul style="list-style-type: none"> <li>• £5000 TA support in Severn – over the shoulder support, Intervention support</li> <li>• £2600 TA support in Corve – over the shoulder support, intervention support</li> <li>• £250 1:1 conferencing</li> <li>• Engagement in wider clubs, trips and activities (£500)</li> </ul>				<p><b>Total budgeted cost</b></p>	<p><b>£8350</b></p>

6. Review of expenditure				
Previous Academic Year		2017-18 9 pupils £9080		
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)	Cost
Pupils have secure and robust foundations in maths	Engaging in teaching for mastery programme (Y4/5 and Y2/3 staff lead) (funded)	<ul style="list-style-type: none"> <li>2 Reception pupils made expected or accelerated progress in maths</li> <li>2 Pupils in Y3 made expected progress and below expected progress but appropriate to SEN needs</li> <li>3 x Y4/5 pupils made expected or accelerated progress</li> <li>1 x Y6 made accelerated progress in year to meet ARE. Another Y6 was on a split placement with disapplied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed and evaluate impact of mastery approach as outcomes are not yet conclusive for our school. Progress at Y3, 4, 5 cohorts is not as strong as English.</li> <li>Consider 1:1 tutoring for SEN/disadvantaged pupil and Y6 pupils in 18/19</li> </ul>	Funded externally
Pupils spelling/phonic gaps are overcome and pupils confidently apply spelling and punctuation knowledge to their writing	Use of case studies to track and target specific areas of progress.  Specific success criteria which children have ownership of (adapted system in place)	<ul style="list-style-type: none"> <li>2 Reception pupils made expected or accelerated progress in reading and writing. Both pupils exceeded the ELG in reading and 1 exceeded in writing.</li> <li>2 Pupils in Y3 made accelerated progress in reading and writing</li> <li>3 x Y4/5 pupils made expected progress in reading and accelerated progress in writing</li> <li>1 x Y6 made accelerated progress in year to meet ARE. Another Y6 was on a split placement with disapplied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Good impact was seen, especially for pupils new to the school and new to the national curriculum.</li> </ul>	£550
Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	Reading explorer used to explicitly teach comprehension skills  Maintaining guided reading groups  Using a whole class text with older pupils  Reading reward scheme which tracks, values and rewards regularly reading. (£15 per pupil = £135)	<ul style="list-style-type: none"> <li>2 Reception pupils made expected or accelerated progress in reading. Both pupils exceeded the ELG in reading.</li> <li>2 Pupils in Y3 made accelerated progress in reading - 1 now closing the gap to ARE</li> <li>3 x Y4/5 pupils made expected progress in reading. One continues to be at greater depth, 1 is ARE, 1 is below ARE</li> <li>1 x Y6 made accelerated progress in year to meet ARE. Another Y6 was on a split placement with disapplied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil interviews and monitoring evidence showed pupils increasingly enjoying reading and reading regularly. The reward scheme has good impact and whole class texts has effectively supported breadth of reading and comprehension skills.</li> <li>Analysis of assessments show pupils are verbally much stronger in answering or discussing comprehension questions than they are in doing this independently in writing. The SDP will now focus on this and QLA which highlights inference, authorial word choice and comparisons across texts.</li> </ul>	£135

Pupils read regularly and fluently. They enjoy reading. They transfer a passion for	Talk for writing approaches are adopted through the school to boost speaking, vocabulary and writing process.	<ul style="list-style-type: none"> <li>As above 7/9 PPG pupils made accelerated progress in writing</li> <li>Moderation of Y6 writing was complimentary.</li> </ul>	<ul style="list-style-type: none"> <li>Continue approach</li> </ul>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Interventions in maths (pre-teaching/over-learning/additional sessions) plug conceptual gaps which	Pre-teaching and overlearning Mental maths support groups e.g. times tables	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	£2736
'Pupils spelling/phonic gaps are overcome and pupils confidently apply SPAG knowledge to their writing	Spelling intervention sessions to focus on phonic application/gaps, keyword acquisition and application, 1:1 Tuition (£250) Slow write creative writing session (£228)	<ul style="list-style-type: none"> <li>2 Reception pupils made expected or accelerated progress in reading and writing. Both pupils exceeded the ELG in reading and 1 exceeded in writing.</li> <li>2 Pupils in Y3 made accelerated progress in reading and writing. One SEN pupil made outstanding progress.</li> <li>3 x Y4/5 pupils made expected progress in reading and accelerated progress in writing. The 1:1 tuition resulted in 10 points progress in writing.</li> <li>1 x Y6 made accelerated progress in year to meet ARE. Another Y6 was on a split placement with disapplied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>1:1 had excellent impact on a LAC pupil – feedback and metacognition/self-regulation (as EFA toolkit indicates) made an all round difference.</li> </ul>	£1200 £250 £228
Pupils read regularly and fluently. They enjoy reading and demonstrate comprehension of what they are reading.	1:1 reading where this isn't regularly happening at home. (£456) Reading comprehension group (£100)	<ul style="list-style-type: none"> <li>2 Reception pupils made expected or accelerated progress in reading. Both pupils exceeded the ELG in reading.</li> <li>2 Pupils in Y3 made accelerated progress in reading - 1 now closing the gap to ARE</li> <li>3 x Y4/5 pupils made expected progress in reading. One continues to be at greater depth, 1 is ARE, 1 is below ARE</li> <li>1 x Y6 made accelerated progress in year to meet ARE. Another Y6 was on a split placement with disapplied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps fall within whole school provision above.</li> </ul>	£456 £100

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improved self esteem and poor motivation for some pupils</p> <p>Specific social and emotional needs do not prevent pupils from learning and progressing</p>	<p>Over the shoulder TA/teacher support so pupils with attachment know they are being noticed. This then supports emotional resilience, focus and application (£1520)</p> <p>Specific reward schemes in class</p> <p>Early Help Process (£72 for termly meetings and actions)</p> <p>Family Support Working</p> <p>Class with the greatest needs in this area has smallest class size.</p> <p>Liaison with Child In Need process, EHCP process and TMBSS (split placement)</p> <p>Engagement in wider clubs, trips and activities (£100)</p>	<ul style="list-style-type: none"> <li>Looked after child Pupil Education Plans show excellent impact on emotional resilience</li> <li>EHAF process and family support working had very good impact on self esteem</li> <li>TMBSS placement had good impact on Child in Need and other children in our school. Exclusion and crisis care did happen in year but was essential for safety. A secure transition to specialised secondary placement was subsequently secured.</li> <li>Pupils engaged in music lessons and residentials that have had positive impact on self esteem and independence</li> </ul>	<ul style="list-style-type: none"> <li>Through Ed Psyc advice and TMBSS we began to realise that a firm approach can make pupils with attachment feel more secure. Consistent approaches and expectations from staffing had good impact.</li> <li>Continue as needed</li> <li>We securely 'held' a child that needed specialised placement for many years. The experience has resulted in many lessons in pursuing agencies and holding agencies to account.</li> <li>Continue as needed.</li> </ul>	<p>£1520</p> <p>£72 for termly meetings</p> <p>£1900</p> <p>£100</p>

<b>7. Additional detail</b>