

Pupil Premium Strategy – Sidney Stringer Primary Academy

Summary Information

Academic Year	2017/2018	Total PP budget	£52,800 <small>(*PP funding based on financial years 16-17 funded on 40 children)</small>		
Total number of pupils	179	Total number of PP pupils	52 (29%)	PP strategy review	July 2018

Number of PP Pupils in each Year Group

Reception	Year 1	Year 2
12 (20%)	18 (30%)	22 (37%)

Figures correct September 2017

Attainment 2016/2017

	Pupil Premium Pupils (our school)	Non Pupil Premium Pupils (our school)
Reception – Good Level of Development	63% Attainment 6.2 bands of progress	66.1% Attainment 6.2 bands of progress
Year 1 – Reading	74%	84%
Year 1 – Writing	74%	84%
Year 1 – Maths	74%	89%

Barriers to achievement (Attainment and Progress)

In school barriers *(Issues to be addressed in school)*

Poor oral Language skills including identified speech and language difficulties

Language for those with English as an additional language entering school with early acquisition of English.

PP children are making slower progress than their non PP peers in Reading Writing and Maths

Fewer children who are eligible for PP are reaching higher levels in Reading, Writing and Maths

Poor social skills and ability to make relationships.

Access to extra-curricular activities such as trips, music lessons and after school clubs means children have limited life experiences that they can draw on to support them with their learning in class.

External barriers *(Issues which also require action outside school)*

Parental engagement with school – parents are often reluctant to attend school events and lack the confidence/ability/desire to support their children at home with their learning and to ensure that attendance of their child is as high as possible.

Attendance- below non PPG attendance

Outcomes

Desired Outcomes		Success Criteria
A	Improve oral language skills for pupils eligible for PP in school.	Pupils eligible for PP make rapid and sustained progress in Reading and Writing during the year so that the gap between PP and non PP is diminished.
B	Improve progress and support children with English as an additional language so that catch up quickly.	The GAP is diminished between PP children and non PP in all subjects and in all year groups.
C	EYFS PP Children broadly in line with national for all pupils. KS1 PP children achieve expected and above in KS1 SATs.	70% PP achieve GLD. 70-80% KS1 achieve expected or above.
D	Children who are working at levels exceeding the expectation are continued to be challenged in Quality First Teaching and given opportunities to extend their learning further.	PP Higher Ability Pupils are on track to reach higher levels of attainment when discussed at Pupil Progress Meetings. Opportunities are planned to extend their learning and experiences.
E	Improved emotional wellbeing and social skills increase children's ability to form lasting relationships and improve learning.	Improved emotional wellbeing and social skills further improve GLD outcomes .
F	Children to attend all relevant school trips and-given access to music tuition and other extra-curricular clubs where they demonstrate an interest/aptitude. Funding will enable costs to be kept low. Parents will usually still pay some charge towards attending activity in order to ensure commitment.	Eligible pupils will have opportunities to attend in-school and out of school clubs/sessions in order to promote healthy lifestyles and to develop and refine skills in new areas. Children will also be given the opportunity for quality play sessions through Starlings funded spaces and breakfast club.
G	Parents to attend events at school regularly and support their children at home. Family connect course to support parents with their own literacy/numeracy skills and to support parents in helping their children.	High attendance at families connect by PP children's parents. Reading at home monitored in each class with parents not regularly reading at home targeted for support session in school working alongside the reading lead.
H	All PP children attend well and are punctual to school, which leads to better learning outcomes.	Attendance for PP children in line with non PPG and national
I	All PP children have the opportunity to use iPad to support high quality teaching and learning.	Pupils are confident in using new technology to support learning and this leads to improved outcomes

Planned expenditure Academic year 2017/18

The three headings below enable SSP to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and/or rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>KS1 outcomes in line with national for reading, writing and maths.</p> <p>GLD broadly in line with national.</p>	<p>Subsidise employment of 1 extra LSA per year group.</p>	<p>A percentage of LSA salary across the school is funded by Pupil Premium to fund extra support in classrooms. This is to support good pupil progress and supports vulnerable children</p> <p>Children enter into school with very low levels of language acquisition and a very limited vocabulary, even amongst English speakers. Therefore reduced adult/child ratios in Reception will enable modelling of good language.</p>	<p>Monitoring of progress at data collection points.</p> <p>Observations of teaching and learning within year groups by leaders.</p> <p>Book scrutiny to monitor evidence of progress and quality of feedback to children.</p> <p>Challenging targets set for each child based on starting points.</p> <p>Termly pupil premium review meetings and Pupil progress meetings with teachers</p> <p>Report to governors.</p> <p>Working closely with the LGB to ensure that Governors are clear about standards</p> <p>Look at rates of progress for children in the specific areas of learning for speaking and understanding on the Early Learning Goals.</p>	<p>Head Teacher</p> <p>EYFS lead</p>	<p>Termly</p> <p>Half termly</p>

Year 1 phonics check results in line with no PPG.	Phonics leader leads LSA targeting extra reading and phonic work.	Phonics score for PPG children broadly in line with non PPG and above national average in 2017 after targeted intervention from reading/phonic lead.	Read, Write Inc lead regularly monitors, assesses all children each half term and sets individual targets with reading/phonics lead.	Reading leader	Termly PPG meetings with HT, class teachers, learning mentor.
Total budgeted cost					£22,300

Targeted support					
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?
To improve oracy and language acquisition.	To provide 'fast track' Speech & Language Therapy from a private therapist	Early intervention enables children to overcome barriers and catch up with their peers.	Clear success criteria for interventions will be set and evaluated against each session.	SENDCo	At termly PP meetings
PP children match the progress of their peers.	Additional LSAs in year groups to support with 1-1, small group teaching and enhancing the environment/ continuous provision.	EEF research has shown that 1-1 teaching has a significant impact on PP children's progress. This enables focussed sessions for specific children to overcome barriers in their learning.	Clear success criteria for interventions will be set and evaluated against each session. Intervention monitoring and learning walks carried out by SENDCo .	SENDco Classteachers	At termly PP meetings
PP children match the progress of their peers.	Subsidise employment of learning mentor to provide pastoral support and 1:1 support	Children at SSP often have multiple vulnerabilities including social circumstances which present a barrier to their learning. Pastoral work with both children and adults ensures that home life is stable and supportive for the child.	Pupil Progress Meeting and class teacher referrals enable children to be targeted early.	Learning mentor	Halftermly Termly by data report to governors.
PP children have improved oral language skills and those with EAL make accelerated progress in EYFS	Time To Talk group led by LSAs and learning mentor	Time to talk is a recognised intervention to improve language skills.	Monitoring and tracking by Head.	Classteachers and SENDco	At termly PP meetings
Total budgeted cost					£18,000

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?
Vulnerable families are well supported. All eligible children to fully access every lesson and be 'ready to learn'	Funded Places at Breakfast and After School Club	Many of our PP children, particularly those working with other agencies through social services, have limited opportunities for quality play and so termly funded sessions will be offered to specific children.	Monitor children's attendance through registers. Discussion with children at termly review to decide on further sessions	Learning Mentor	Ongoing Termly review
Children experience opportunities outside of the curriculum	Extra-Curricular Opportunities through clubs Subsidise Trips for all PP children.	Children will be targeted for clubs and sessions which are felt to be beneficial to them in boosting self-esteem, raising aspirations and widening their life experiences. Subsidised trips will ensure all children benefit and real life experiences support learning and positive outcomes.	Events/clubs carefully selected with quality assurance e.g., run at school etc	Admin Team and sports coaches	Reviewed termly
Children experience opportunities outside of the curriculum	Funded Music Tuition	Lessons for all eligible pupils will be half price to encourage children take up/continue musical instrument tuition. There are strong links between skill and aptitude in music and academic achievement, particularly in maths.	Ensure attendance and commitment in music lessons, liaise with peripatetic staff.	Head and Head of Music at SSA	Reviewed termly
Attendance for PP children in line with non PP and national	EWO and learning mentor approach parents where attendance falls to 92% or punctuality is an issue.	Good attendance is directly linked to better attainment.	Monitoring of attendance at governors meetings.	EWO	Attendance for each PPG child is reviewed at termly vulnerable child meetings.
All PP children have the opportunity to use ipads as an integral part of their learning in their own classrooms	Purchase of targeted resources for developing ICT use across the school. Subscriptions such as Education city and Purple mash and other identified software.	Research shows link between high achievement and use of new technologies,	Lesson obs and learning walks show ipads-are supporting high quality teaching and learning	ICT Lead	Termly monitoring systems.

<p>Family connect course to support parents with their own literacy/numeracy skills and to support parents in helping their children.</p>	<p>Families Connect project</p>	<p>Research shows that children who are well supported at home and parents who engage with school achieve better. Parents unsure of how to support their child can see strategies and methods being modelled and can use them at home.</p>	<p>Attendance at support groups and engagement with learning.</p>	<p>T&L Lead LSA</p>	
<p>Total budgeted cost</p>					<p>£12,500</p>