

Pupil premium strategy / self-evaluation

1. Summary information					
School	Stower Provost Primary School				
Academic Year	2018/19	Total PP budget	£6930	Date of most recent PP Review	
Total number of pupils	75	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Feb 19

2. Current attainment		
	<i>Pupils eligible for PP – none in Yr 6 2018 cohort</i>	<i>Pupils not eligible for PP (national average) 2017</i>
% achieving expected standard or above in reading, writing & maths	29% KS2 3 year trend	67%
% making expected progress in reading (as measured in the school)	71%	77%
% making expected progress in writing (as measured in the school)	43%	81%
% making expected progress in mathematics (as measured in the school)	43%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low confidence/self-esteem
B.	Poor oral language skills
C.	Less exposure to wider life experiences
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance and punctuality of small number of pupils eligible for PP

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Support in their learning enables pupils to adopt a positive mindset and tackle new learning confidently. They make links in their learning, settle quickly to work and build on prior understanding.	Attainment gap in Reading, Writing and Maths narrows to less than National data

B.	Through opportunities for writing, discussion, drama and peer conversation, pupils acquire skills to communicate effectively to a range of audiences, to develop secure friendships, and confidently share their opinions in a range of settings	Eligible pupils contribute to the wider life of school on a par with peers, and develop literacy skills at an accelerated rate
C.	Barriers to participation in a range of activities are removed, pupils develop confidence to volunteer for roles of responsibility and experience the same range of enrichment activities as their peers	Statistics show no difference in take-up of extra-curricular activities or participation in events on offer
D.	Systems are in place to ensure attendance and punctuality are at least as good as for peers; any shortfall is swiftly followed up and support put in place	Punctuality and attendance is not an issue for any pupil

5. Review of expenditure

Previous Academic Year 17/18

£8360 (8 pupils eligible for funding Jan 17, 4 pupils Jan 18)

i. Quality of teaching for all

Action	Intended outcome	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
Increase Leadership capacity within school	Develop monitoring/ coaching role of middle leaders to address short-falls in QFT	Consistency of teaching across the school showed marked improvement and proportion of lessons judged to be good or better increased significantly.	Successful strategy to develop clear overview of strengths and weaknesses in the quality of teaching. Restructuring process and staff changes have reduced need for this level of additional leadership	TLR3 £1975

Develop accuracy of assessments, set up systems for Pupil Progress meetings ensuring impact on future progress	All staff have accurate view of pupil progress and attainment and act on areas of weakness	PPMs develop in effectiveness, focus on pupils eligible for PP helped develop QFT across school. Standards rose in each cohort, though numbers at greater depth below national average	PPMs very effective for driving progress of individual focus pupils working below expected standard. Approach will continue, with added focus on Higher Attaining pupils	£1010
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ii. Targeted support

Action	Intended outcome	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
PP lead teacher/SENDCo release time for assessments, planning and training for support staff to deliver programmes	Clear picture of strengths in and barriers to learning of target pupils. Staff equipped to effect rapid change, progress of pupils monitored	Support staff training successful in improving subject knowledge, using alternative strategies for support and developing resources. Overall progress of target pupils improved. Staff have accurate understanding of next steps in learning	Playing to strengths of support staff enables accelerated progress. Challenges of upper KS2 curriculum require significant subject knowledge to support effectively. Now systems are in place, this aspect will be regularly reviewed and eligible pupils' progress will continue to be closely monitored.	£1079
Interventions providing a pre-teaching approach and a catch-up opportunity	Aid confidence of pupils when tackling new learning, raising attainment and increasing rate of progress	2 eligible pupils made greater than expected progress during the year, catching up with peers. Two made expected progress but have not yet caught up. Identifying gaps in understanding of the 4 pupils improved the provision and outcomes for other pupils	Successful strategy when sessions clearly focussed on needs of individuals. Identification of barriers to learning and specific gaps particularly important to address at the beginning of unit of work. This will continue.	£1197

iii. Other approaches

Action	Intended outcome	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
Fund spaces at Breakfast club and out of hours learning events	Improve attendance and engagement in learning	Pupils' attendance previously of concern improved, provision of healthy breakfast benefited learning, range of extra-curricular opportunities broadened range of interests	Successful strategy enabling pupils to engage fully with school and outside activities alongside their peers. Balance to be sought between enrichment in school time (music lessons) and missing learning opportunities in class. Will continue to be monitored closely as it continues	£2610
Provide funding for enrichment school trips/uniform	All children able to access same opportunities, enable equitable view of peers	Pupils benefited enormously from opportunities to take part in new experiences and see new places. Learning after the events showed that they had had positive impact on their progress across a range of curriculum areas. Uniform grant supports feeling of cohesion	Will continue as has had huge impact on self-esteem, self-confidence and team building. Main residential trips to be taken in Autumn term to demonstrate maximum benefit in class.	£485

6. Planned expenditure					
Academic year		2018/2019			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop quality of feedback – review policy and procedures	Pupils are quicker at identifying and correcting own errors or where they can challenge themselves further	Evidence from Sutton trust on Metacognition, feedback and collaborative learning	Regular Learning walks and book looks Regular staff opportunities to share good practice	English S/L	Termly
Raising quality of teaching for all pupils Whole school training on using assessment data to plan for personalised lessons Guided groups to become a key part of lessons Directed teaching for PP pupils to close gaps	Improve robustness of assessment data and the use of gap analysis to close the gaps	Evidence from EEF on importance of personalised feedback. All staff will know children well and will plan effectively for their progress Appraisal targets to include analysis of PP pupils to ensure that there is accelerated progress Close analysis of PP data to provide timely interventions	Subject Leaders deliver regular training Regular Pupil Progress mtgs reviewing individual children's progress. Teachers and support staff's appraisal linked to children's progress Regular learning walks and evaluation of quality of feedback	HT	Half-termly
Total budgeted cost					£2300

ii. Targeted support

Action	Intended outcome	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>Improve quality of teaching overall Improve robustness of assessment data</p>	<p>Raising quality of teaching for all pupils Direct teaching of PP pupils in intervention, PP pupils focus for pupils progress meetings</p>	<p>Teaching profile to be good or better so whole class teaching has an impact on all progress and attainment. Focus on PP pupils through PPM so all staff know that this is a high priority. Appraisal targets used for all children so that all staff are accountable for their achievements. Close analysis of PP data from assessments to provide timely interventions for PP pupils.</p>	<p>Regular monitoring of PP data following informal tests and writing assessment. Half-termly PPMs to target support and to ensure targets are met. Triangulation of evidence from regular informal learning walks, book looks, lesson observations to ensure teaching is good or better.</p>	<p>HT, English S/L</p>	<p>Termly</p>
<p>To increase the rate of children's progress</p>	<p>To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions.</p>	<p>Teachers know pupils and their gaps well and can target children effectively with training to support them.</p>	<p>Delivery by a combination of TAs & teachers, monitored by SENDCo and HT. Regular pupil progress meetings and reviewing targets set for individual children</p>	<p>HT/ SENDCo</p>	<p>Half-termly</p>

To increase the rate of children's progress and to close gaps between PP and non-PP	A range of interventions put in place to allow children to make accelerated progress.	High quality interventions have allowed children to make timely progress against their targets. Support in Y1 and Y2 has enabled more children to reach ARE. NESSY/Wordshark Software has been implemented for children with specific learning difficulties. Range of EYFS Communication and Language/ELSA groups to be run across the week.	Delivery by a combination of TAs & teachers, monitored by SENDCo and HT. Robust support staff appraisal in place.	HT	Half-termly
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Total budgeted cost £2090

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify pupils with poor attendance or punctuality, adopt systems to support families, offer places at breakfast and after-school clubs	Children's attendance to be above national average and to reduce number of persistent absentees.	Importance of attendance on school performance.	3 weekly review of attendance data to ensure early identification of children with attendance issues. Systematic calling for children who have not attended school Workshops and parent meetings to promote attendance	HT with Admin Officer and Attendance Governor and LA Attendance Officer	Termly

<p>ELSA worker develops programme of identifying, monitoring and implementing support</p>	<p>The social & emotional needs of disadvantaged pupils are met</p>	<p>School staff need to provide significant pastoral support to identified pupils and their families.</p> <p>Parents' responses to questionnaires have shown that they value the pastoral work that the ELSA and other staff do with their children.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Weekly pastoral minute in staff meetings</p> <p>A range of intervention services used and families signposted to them via FPZ.</p> <p>Behaviour data analysed and targeted interventions planned for and analysed for impact.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils</p> <p>Regular liaison with external agencies</p>	<p>HT/FPZ</p>	<p>Termly</p>
<p>Subsidised cultural map to allow all children to participate in all educational visits, extra-curricular clubs and activities</p>	<p>All children in the school are entitled to experience a range high quality experiences both within and beyond the school day.</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>In pupil conferences feedback is overwhelmingly positive about the quality of trip provision. The quality of children's writing greatly improved after educational visits</p>	<p>Curriculum map drawn up to include a range of educational trips and additional participation</p> <p>All children included for trips</p> <p>EVC Monitors quality of trips</p> <p>Book looks following trips</p> <p>Questionnaires and feedback from children and teachers</p>	<p>EVC</p>	<p>Yearly</p>

Total budgeted cost **£2540**

7. Additional detail

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