

Pupil premium strategy statement: Stower Provost Primary School

School overview

| Metric | Data |
|---|--------------------------------------|
| School name | Stower Provost Primary School |
| Pupils in school | 72 (Feb 2021) / 59 (Sept 2019) |
| Proportion of disadvantaged pupils | 15% (11 pupils) / 5% (3 pupils) |
| Pupil premium allocation this academic year | £6376 |
| Academic year or years covered by statement | 2020-23 |
| Publish date/Review date | 03/ September 2020/ 09 February 2021 |
| Review date | 01 Sept 2023 |
| Statement authorised by | James Stanford |
| Pupil premium lead | James Stanford |
| Governor lead | Vanessa Lucas |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|----------------------------|---|
| Priority 1 | Address gaps in learning due to school closure, school moves and (resulting) SMEH issues |
| Priority 2 | Work with local schools to adopt effective strategies to narrow gaps, particularly in reading, and build confidence |
| Barriers to learning these | Ensuring staff use evidence-based whole-class |

| | |
|--------------------|--|
| priorities address | teaching interventions Secure engagement in enrichment activities from pupils and parents |
| Projected spending | £8,000 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Achieve at least national average progress in Reading across school | Sept 21 |
| Progress in Writing | Achieve at least national average progress in Writing across school | Sept 21 |
| Progress in Mathematics | Achieve at least national average progress in Maths across school | Sept 21 |
| Phonics | Achieve national average expected standard in PSC | Sept 21 |
| Other | Identify and address barriers to learning, some of which may have been exacerbated by extended periods of school closure. Improve attendance of disadvantaged pupils to at least as good as all other pupils (97.9%) | Sept 21 |

Remember to focus support on disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 | Ensure all staff are aware of the likely impact on children, especially those disadvantaged, of long-term school closure on academic engagement and social and emotional well-being, and use a range of research-based strategies to address these |
| Priority 2 | Work with local schools to identify shared issues and common goals and implement effective to narrow gaps – focus attendance and family engagement |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | £2000 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | Buy and embed use of Bug Club across all year groups to increase fluency, comprehension, family |

| | |
|---|---|
| | engagement and reading for pleasure |
| Priority 2 | Use findings from Collaboration work to focus QFT and targeted interventions to support individual pupil need |
| Barriers to learning these priorities address | Accelerating reading progress, encouraging wider reading and providing catch-up across the curriculum |
| Projected spending | £4000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Enable targeted children to attend extended school provision/enrichment and extra-curricular activities offering wider opportunities for addressing any SMEH issues Further CPD for staff to model engagement with and enthusiasm for reading |
| Priority 2 | Greater collaboration among all members of staff teams (eg ELSA, SENDCo, Subject Leaders), shared understanding of good practice, support and challenge |
| Barriers to learning these priorities address | Reducing gaps in learning and improving attitudes to learning, attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | £2,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional release time |
| Targeted support | Ensuring enough time for school English lead to develop staff understanding of support for small groups | Release time from class to work with support staff and other teachers (QFT) |
| Wider strategies | Engaging the families facing most challenges, develop resilience and strategies for improving well-being | Working closely with the LA and other local schools on cross-school programme |

Review: last year's aims and outcomes

| Aim | Outcome |
|---------------------------------|---|
| Progress in Reading and Writing | Individual pupils across school have shown significant improvement in reading, less so in writing (presentation, motivation) |
| Progress in Mathematics | Good progress for individuals across school, most ARE tipping into GDS |
| Phonics | N/A for 2020 . |
| Other | Attendance figures broadly better than school average bar small number of persistent absentees. Work to continue with attendance officer and EHH. |