Pupil premium strategy statement: Stower Provost Primary School

School overview

Metric	Data
School name	Stower Provost Primary School
Pupils in school	59 (Sept 2019) / 72 (Feb 2021)
Proportion of disadvantaged pupils	5% (3 pupils) / 15% (11 pupils)
Pupil premium allocation this academic year	£4035
Academic year or years covered by statement	2020-21
Publish date/Review date	03 September 2020/ 09 February 2021
Review date	01 Sept 2021
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 priorities address	Ensuring staff use evidence-based whole-class teaching interventions Secure engagement in enrichment activities from pupils and parents
Projected spending	£3000

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	£500

Targeted academic support for current academic year

Measure	Activity
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	£535

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	£1,000

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	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.