

Stanbridge Lower School - Pupil Premium Strategy Statement 2018

1. Summary information					
School	Stanbridge Lower School				
Academic Year	2017/18	Total PP budget	£36,960	Date of most recent PP Review	July 2017
Total number of pupils	104	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2018

2. Most Current progress based on end of summer term data 2016/17										
	Pupils eligible for PP					Pupils not eligible for PP				
	No	4	2	2	5		Yr1	Yr2	Yr3	Yr4
		Yr1	Yr2	Yr3	Yr4		Yr1	Yr2	Yr3	Yr4
% making expected progress in reading		/	/	50%	/		6%	20%	20%	/
% making good progress in reading		50%	/	/	/		6%	20%	20%	20%
% making accelerated progress in reading		25%	100%	50%	100%		81%	60%	60%	80%
% making expected progress in writing		/	50%	/	/		6%	20%	/	/
% making good progress in writing		25%	/	/	40%		50%	/	/	/
% making accelerated progress in writing		50%	50%	50%	60%		44%	80%	80%	100%
% making expected progress in maths		50%	50%	/	/		19%	20%	/	30%
% making good progress in maths		50%	/	50%	/		56%	/	80%	/
% making accelerated progress in maths		/	50%	50%	100%		19%	80%	20%	70%
No of children travelling all term or for periods across term eligible for PP not included in data		2	4	1	3					

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Groups of vulnerable children show poor oral language skills

B.	Groups of vulnerable children attain and make better progress in maths than in reading and writing	
C.	Groups of vulnerable children have no phonic knowledge	
D.	Groups of vulnerable children eligible for pupil premium need motivating to engage with learning and to think about thinking (metacognition)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Mobile Traveller children have irregular attendance so this impacts on attainment and progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the oral language skills for vulnerable groups of children	Vulnerable groups of children eligible for pupil premium received interventions in order to reduce the gap in spoken language development between themselves and their peers.
B.	Improve progress in reading and writing for Traveller children	Pupils eligible for pupil premium make good progress in reading and writing when their attendance is good.
C.	Improve progress in phonics for pupil premium children	Pupils eligible for pupil premium make good progress in phonics when their attendance is good.
D.	To encourage the development of metacognition skills in pupil premium children	To encourage and motivate children to think about thinking in order to engage more fully with learning and realise their potential to learn.
E.	Increase attendance for pupils eligible for pupil premium	Reduce the amount of fixed term penalties for parents who have had 10 missed sessions in the past 12 weeks by 10%.

5. Planned expenditure					
Academic year		2017-18			
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve progress in reading and writing for Traveller children	<p>Use interventions across the year to address gaps in learning.</p> <ul style="list-style-type: none"> • Five Minute boxes • Time to talk • Phonics group • Target reads <p>LSA support for groups and individual children.</p>	<p>EEF Toolkit – Feedback and marking adds 8+ months of development to children’s progress.</p> <p>DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003.</p> <p>Improving Outcomes for GRT Pupils.gov.uk</p> <p>Highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning.</p> <p>Entry levels in reading and writing for mobile pupils are significantly lower than their peers at whatever point of entry into school.</p> <p>However for some mobile children who have been dual registered and attended school regularly the gap is not so wide and progress can be more significant in reading and writing.</p> <p>LSAs supporting children in their metacognition skills – encouraging the children to think about choices, actions and application of skills to learning is essential to our school. This is linked to brain development of the neo cortex and that this area cannot develop as quickly as peers for groups of our children.</p>	<ul style="list-style-type: none"> • Subject Leader/Head Teacher book and planning monitoring • Lesson observations • Learning walks • Talking to children • Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2018

<p>C. Improve progress in phonics for pupil premium children</p>	<p>Refresher training for existing staff as needed</p> <p>Phonics training for new staff</p> <p>Subject Leader lesson observations and developmental feedback given to staff</p> <p>Phonics to be taught 2/3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</p> <p>LSA support for learning and teaching of phonics</p>	<p>EEF Toolkit – Feedback and marking adds 8+ months of development to children’s progress.</p> <p>DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003.</p> <p>Improving Outcomes for GRT Pupils.gov.uk</p> <p>Highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning.</p> <p>Understanding of phonics, application of phonics in reading, writing and spelling for mobile pupils are significantly lower than their peers at whatever point of entry into school.</p> <p>However for some mobile children who have been dual registered and attended school regularly the gap is not so wide and progress can be more significant in reading and writing.</p>	<ul style="list-style-type: none"> • Subject Leader/Head Teacher book and planning monitoring • Lesson observations • Learning walks • Talking to children • Tracking attainment and progress across the year. • Head Teacher and SENCo to complete termly LSA timetable to target support of phonics 	<p>Head Teacher and Literacy Subject Leader</p>	<p>July 2018</p>
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<p>D. To encourage the development of metacognition skills in pupil premium children</p>	<p>LSA support for groups and individuals in the classroom to support</p> <ul style="list-style-type: none"> • Children answering thinking about answers to questions. • Asking questions • Children thinking about what they know in order to complete work • To support children in engaging with learning in order to make better progress • To support children in planning the tasks asked by teachers or themselves to complete. • To support children in becoming more self aware and to self assess their skills and learning. 	<p>Metacognition: The Gift That Keeps Giving</p> <p>Teaching Students to Drive Their Brains by Donna Wilson and Marcus Conyers</p> <p>EEF – Metacognition and Self Awareness adds 8+ months to learning.</p> <p>LSAs supporting children in their metacognition skills – encouraging the children to think about choices, actions and application of skills to learning is essential to our school. This is linked to brain development of the neo cortex and that this area cannot develop as quickly as peers for groups of our children.</p>	<p>Head Teacher and SENCo to complete termly LSA timetable to target support of groups and 1-1 in classrooms to support and encourage thinking.</p>	<p>Head Teacher SENCo Class teachers</p>	<p>July 2018</p>
<p>Total budgeted cost</p>					<p>21,524</p>

ii. 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?
A.To improve the oral language skills for vulnerable groups of children in Reception Class	Weekly Intervention: <ul style="list-style-type: none"> Time to Talk 	Working with Access and Inclusion at CBC using their LSA to work with children in Reception class modelling and demonstrating language through child led activities.	Timetabling of Access and Inclusion LSA to lead the intervention weekly	SENCo	July 2018
B. Improve progress in reading and writing for Traveller children	Weekly Intervention: <ul style="list-style-type: none"> Target Reads Five Minute Boxes Tracks Support children in groups in classrooms	DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003. Improving Outcomes for GRT Pupils.gov.uk Children need interventions on 1-1 or small groups to address their gaps in learning due to their mobility and periods of travelling away from school with little or no education in school.	Timetabling of interventions for LSAs and teachers. All interventions tracked with entry and exit data and included on the Provision Map.	SENCo	July 2018
C. To improve progress in phonics for pupils eligible for pupil premium	Weekly Intervention: <ul style="list-style-type: none"> Phonics groups 	Children need interventions on 1-1 or small groups to address their gaps in learning due to their mobility and periods of travelling away from school with little or no education in school.	Timetabling of interventions for LSAs and teachers. All interventions tracked with entry and exit data and included on the Provision Map.	SENCo	July 2018
Total budgeted cost					10,688
A. 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?
E. Increase attendance for pupils eligible for pupil premium	Family Liaison Officer (FLO) to work with families to reduce the number of fixed term penalties	Children who have huge gaps in learning through persistent absenteeism don't make as much progress as their peers or attain ARE at the end of each year.	Continue employment of FLO for 19 hours per week to deal with attendance, social and pastoral needs of families and children who are	Head Teacher FLO	July 2018

	<p>needed because of missed sessions.</p> <p>FLO to track attendance weekly.</p> <p>FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance.</p> <p>Reduce the amount of fixed term penalties for parents who have had 10 missed sessions in the past 12 weeks by 10% by hold attendance panel meetings across the year raising the profile of</p> <ul style="list-style-type: none"> • the importance of gaining 200 attendance sessions. • Only travelling for work related reasons • Asking for proof of travelling for work related reasons • Dual registering whilst travelling <p>Head Teacher and Family Liaison Officer to attend Attendance Network events by CBC.</p> <p>Support given to families and children both outside and inside of school to support social and pastoral needs.</p>		eligible for pupil premium		
<p>Other: To support the emotional wellbeing of pupil premium children</p>	<p>Lunchtime Club</p> <p>Cooking Yr3/4</p> <p>Big Cook Little Cook Yr 2</p> <p>Cooking in class Yr1</p>				

	<p>Forest School sessions in Yr R/Yr1/Yr2</p> <p>Art Theraphy x 1 child</p> <p>Ukelele Lessons Yr 3/4 Sing Up Lessons Yr 3/4</p> <p>Visiting the theatre in Leighton Buzzard.</p> <p>Supporting clubs, trips, residential field trip</p> <p>Early Years Pupil Premium used on Language Sacks and 1-1 language support.</p>				
Total budgeted cost					£15,230

6. Review of expenditure (to be completed at the end of the academic year 2018)

Previous Academic Year

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.	Cost
A, C	Time to Talk Weekly Intervention: <ul style="list-style-type: none"> • Phonics groups • Time to Talk LSA support in classrooms	Success Criteria: Vulnerable groups of children eligible for pupil premium received interventions in order to reduce the gap in spoken language development between themselves and their peers. Pupils eligible for pupil premium make good progress in reading and writing when their attendance is good. Impact: 95% of children reached the expected and exceeding levelling of development in Communication, Language. This includes all vulnerable groups of children. X1 didn't reach the expected level of development. 70% of children reaching a good level of development (GLD) and 81% of children with good attendance reached a good level of development. See impact below for phonics.	£10,688

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
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<p>B, C, D</p>	<p>Use interventions across the year to address gaps in learning.</p> <ul style="list-style-type: none"> • Five Minute boxes • Time to talk • Phonics group • Target reads <p>LSA support for groups and individual children.</p> <p>Subject Leader lesson observations and developmental feedback given to staff</p> <p>Phonics to be taught 2/3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</p> <p>LSA support for learning and teaching of phonics</p> <p>LSA support for groups and individuals in the classroom to support</p> <ul style="list-style-type: none"> • Children answering thinking about answers to questions. • Asking questions • Children thinking about what they know in order to complete work • To support children in engaging with learning in order to make better progress • To support children in planning the tasks asked by teachers or themselves to complete. <p>To support children in becoming more self aware and to self assess their skills and learning</p>	<p>Success Criteria: Pupils eligible for pupil premium make good progress in reading and writing when their attendance is good. Pupils eligible for pupil premium make good progress in phonics when their attendance is good.</p> <p>Impact: The children who had good attendance across the year passed the Year 1 Phonics Check. Overall 67% of children passed and where attendance was good 100% of children passed the test. The Year 2 phonics re –check showed the same pattern. Many vulnerable children who also had SEN or high mobility across the year showed an improvement on last year’s score.</p> <p>Progress results for reading and writing show where the children’s attendance has been good they have made good to accelerated progress in these areas. Due to the small number in some cohorts, percentages in these areas have not been put in this document as children may be able to be identified.</p>	<p>£21,524</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
E.	<p>Family Liaison Officer (FLO) to work with families to reduce the number of fixed term penalties needed because of missed sessions.</p> <p>FLO to track attendance weekly.</p> <p>FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance.</p> <p>Reduce the amount of fixed term penalties for parents who have had 10 missed sessions in the past 12 weeks by 10% by hold attendance panel meetings across the year raising the profile of</p> <ul style="list-style-type: none"> • the importance of gaining 200 attendance sessions. • Only travelling for work related reasons • Asking for proof of travelling for work related reasons • Dual registering whilst travelling <p>Head Teacher and Family Liaison Officer to attend Attendance Network events by CBC.</p> <p>Support given to families and children both outside and inside of school to support social and pastoral needs.</p>	<p>Success Criteria: Reduce the amount of fixed term penalties for parents who have had 10 missed sessions in the past 12 weeks by 10%.</p> <p>Impact: The majority of children who are eligible for pupil premium are highly mobile. All strategies and success criteria identified were actioned and continue to be a priority for our school.</p> <p>Other children eligible for pupil premium made good+ progress across the year.</p>	<p>£15,230</p>

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