

Stanbridge Lower School - Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Stanbridge Lower School				
Academic Year	2018/19	Total PP budget	£31680	Date of most recent PP Review	July 2018
Total number of pupils	105	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2019

2. Most Current progress based on end of summer term data 2017/18										
	<i>Pupils eligible for PP matched</i>					<i>Pupils not eligible for PP matched</i>				
	No	2	6	4	4		Yr1	Yr2	Yr3	Yr4
		Yr1	Yr2	Yr3	Yr4		Yr1	Yr2	Yr3	Yr4
% making expected progress in reading	/	33%	/	/	/	7%	5%	9%	/	/
% making good progress in reading	/	/	50%	/	/	14%	/	18%	/	/
% making good+ progress in reading	50%	17%	25%	/	/	43%	29%	9%	/	/
% making accelerated progress in reading	50%	50%	25%	100%	/	36%	65%	64%	100%	/
% making expected progress in writing	/	50%	/	/	/	/	17%	9%	/	/
% making good progress in writing	/	/	50%	/	/	50%	/	9%	/	/
% making good+ progress in writing	100%	/	/	25%	/	25%	/	18%	/	/
% making accelerated progress in writing	/	50%	50%	75%	/	25%	82%	64%	100%	/
% making expected progress in maths	/	33%	/	/	/	/	5%	9%	20%	/
% making good progress in maths	/	/	/	25%	/	38%	12%	/	/	/
% making good+ progress in maths	50%	17%	20%	25%	/	46%	47%	/	20%	/
% making accelerated progress in maths	50%	33%	80%	50%	/	15%	35%	90%	60%	/
No of children travelling all term or for periods across term eligible for PP not included in data	1	0	2	0	/	8	3	3	2	/

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D	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.	Increase attendance for pupils eligible for pupil premium	Reduce the amount of fixed term penalties for parents who have had children who have 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>Subject leader to monitor quality of literacy lessons giving staff developmental feedback</p> <p>Subject Leader and Head Teacher to produce an analysis of children who have not made progress in reading and writing identifying gaps in learning. Then identify interventions to support progress.</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 2019

<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>Continue to teach phonics 2/3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</p> <p>Continue to send home phonics homework for KS1 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 2019</p>
Total budgeted cost					£5762
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 • Use of Helicopter stories for younger children to develop expressive language 	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. Trisha Lee developed use of Helicopter Stories to develop expressive language of children in the early years.	Timetabling of Access and Inclusion LSA to lead the intervention weekly	SENCo	July 2019
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 needed because of missed sessions. FLO to track attendance weekly. FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance. FLO and Head Teacher to hold attendance meetings with parents discussing in detail their child's attendance and how this impacts on their attainment and progress.	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 eligible for pupil premium	Head Teacher FLO	July 2019

	<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>Other: To support the emotional wellbeing of pupil premium children</p>	<p>Lunchtime Club</p> <p>Cooking Yr3/4 Big Cook Little Cook Yr 2 Cooking in class Yr1 Forest School sessions in Yr R/Yr1/Yr2</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</p>				

	used on Language Sacks and 1-1 language support.				
Total budgeted cost					£15,230

6. Review of expenditure (to be completed at the end of the academic year 2019)			
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
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
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