

# Stanbridge Lower School - Pupil Premium Strategy Statement 2017 (reviewed Jan 2017)

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

2. Current attainment based on end of Autumn term data 2016										
	Pupils eligible for PP					Pupils not eligible for PP				
	No	3	2	5	6		Yr1	Yr2	Yr3	Yr4
		Yr1	Yr2	Yr3	Yr4		Yr1	Yr2	Yr3	Yr4
% making progress in reading		100%	100%	100%	83%		95%	100%	100%	91%
% making progress in writing		100%	100%	100%	100%		95%	100%	100%	100%
% making progress in maths		100%	100%	100%	100%		95%	100%	100%	100%
No of children travelling all term or for periods across term eligible for PP not included in data		2	4	1	3		3	8	4	4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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
D.	Groups of vulnerable children eligible for pupil premium need motivating to engage with learning and to think about thinking (metacognition)
<b>External barriers</b> ( <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>B.</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.
<b>C.</b>	Improve progress in phonics for pupil premium children	Pupils eligible for pupil premium make good progress in phonics when their attendance is good.
<b>D.</b>	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.
<b>E.</b>	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

2016/17

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?
<p>B. Improve progress in reading and writing for Traveller children</p>	<p>Staff training from Herts for Learning grammar, punctuation and spelling and the teaching of writing.</p> <p>Staff training EYFS: LC2 EYs group – Developing writing in the Reception class to the expected level.</p> <p>Embed changes to feedback and marking in order to raise standards in writing</p> <p>New Literacy Subject Leader to review all aspects teaching within reading and writing</p> <ul style="list-style-type: none"> <li>• Review SPAG resources, teaching, progress and attainment</li> <li>• Review Handwriting Policy – joining from Reception/Yr 1</li> <li>• Review teaching of comprehension skills – resources, progress and attainment.</li> </ul> <p>Marking and feedback in</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"> <li>• Subject Leader/Head Teacher book and planning monitoring</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> <li>• Tracking attainment and progress across the year.</li> </ul>	<p>Head Teacher and Literacy Subject Leader</p>	<p>July 2017</p>

	<p>writing: children to write own www/ebis linked to success criteria and reflect on this with their peers. Teachers to respond to the children's www/ebis from Yr 2 – Yr 4</p> <p>LSA support for groups and individual children.</p>				
<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"> <li>• Subject Leader/Head Teacher book and planning monitoring</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> <li>• Tracking attainment and progress across the year.</li> <li>• Head Teacher and SENCo to complete termly LSA timetable to target support of phonics</li> </ul>	<p>Head Teacher and Literacy Subject Leader</p>	<p>July 2017</p>

<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"> <li>• Children answering thinking about answers to questions.</li> <li>• Asking questions</li> <li>• Children thinking about what they know in order to complete work</li> <li>• To support children in engaging with learning in order to make better progress</li> <li>• To support children in planning the tasks asked by teachers or themselves to complete.</li> <li>• To support children in becoming more self aware and to self assess their skills and learning.</li> </ul>	<p>Metacognition: The Gift That Keeps Giving</p> <p><b>Teaching Students to Drive Their Brains</b> 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 2017</p>
<b>Total budgeted cost</b>					<b>21,524</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.To improve the oral language skills for vulnerable groups of children in Reception Class	Weekly Intervention: <ul style="list-style-type: none"> <li>Time to Talk</li> </ul>	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 2017
B. Improve progress in reading and writing for Traveller children	Weekly Intervention: <ul style="list-style-type: none"> <li>Target Reads</li> <li>Five Minute Boxes</li> <li>Tracks</li> </ul> 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 2017
C. To improve progress in phonics for pupils eligible for pupil premium	Weekly Intervention: <ul style="list-style-type: none"> <li>Phonics groups</li> </ul>	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 2017
<b>Total budgeted cost</b>					<b>10,688</b>
<b>A. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2017

	<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"> <li>• the importance of gaining 200 attendance sessions.</li> <li>• Only travelling for work related reasons</li> <li>• Asking for proof of travelling for work related reasons</li> <li>• Dual registering whilst travelling</li> </ul> <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>				
<b>Total budgeted cost</b>					<b>£15,230</b>



<b>6. Review of expenditure (to be completed at the end of the academic year 2017)</b>			
<b>Previous Academic Year</b>		<b>2016/17</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>
Improve progress in reading and writing for Traveller children. Improve Phonics results	See Above	Pupil Premium children made expected, good or better progress across the year depending on whether their attendance was good in reading, writing and phonics. Year 1 phonics test showed, as predicted, that if attendance is poor then children are less likely to pass at the required level, however when children are in school reading, writing and phonics progress develops across a period of time. Results for children who are not eligible for pupil premium are judged as good. All children made expected, good or better progress if their attendance was good. Progress in phonics was also good with a higher percentage of settled children reaching the required standard. All staff used metacognition strategies to good effect across the year as evidenced in lesson observations across subjects.	£21524
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>
To improve oral language skills for vulnerable groups of children in Reception Class  Improve Reading and Writing	See Above	Time to talk was used with good effect and had a good impact on developing the expressive language of the vulnerable children. All made good progress within the intervention if their attendance was good.  Interventions had a significant impact on pupil progress, targeting the learning needs of children and this is reflected in the amount of progress the children made across the year.	£10,688
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>
To increase attendance for pupils eligible for pupil premium	See Above	The majority of children who are eligible for pupil premium are highly mobile. All strategies and success criteria identified above were actioned and continue to be a priority for our school.  Other children eligible for pupil premium made good+ progress across the year.	£15,230