

Stanbridge Lower School - Pupil Premium Strategy Statement 2020/21

1. Summary information										
School	Stanbridge Lower School									
Academic Year	2020/21	Total PP budget	£39,000	Date of most recent PP Review				July 2020		
Total number of pupils	105	Number of pupils eligible for PP	24	Date for next internal review of this strategy				July 2021		
2. Most Current progress based on end of summer term data 2020/21										
		<i>Pupils eligible for PP matched</i>				<i>Pupils not eligible for PP matched</i>				
	No	4	3	7	7					
		Yr1	Yr2	Yr3	Yr4		Yr1	Yr2	Yr3	Yr4
% making no progress in reading		50%	0	0	0		0	0	0	0
% making good progress in reading		0	0	0	0		0	0	0	0
% making good+ progress in reading		25%	0	17%	0		0	0	0	0
% making accelerated progress in reading		25%	100%	83%	100%		100%	100%	100%	100%
% making no progress in writing		50%	0	0	0		0	0	0	0
% making good progress in writing		0	0	0	0		0	0	0	0
% making good+ progress in writing		0	0	17%	0		0	0	14%	0
% making accelerated progress in writing		50%	0	83%	100%		100%	100%	86%	100%
			100%							
% making no progress in maths		0	0	17%	20%		0	0	7%	0
% making good progress in maths		0	0	0	20%		0	0	0	0
% making good+ progress in maths		0	0	0	0		0	0	0	0
% making accelerated progress in maths		100%	100%	83%	60%		100%	100%	93%	100%
No of children travelling all term or for periods across term eligible for PP not included in data		0	2	1	2		0	0	0	0

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.	Writing progress for pupil premium children
B.	Groups of pupil premium children have no phonic knowledge
C.	Progress of pupil premium children in reading
D.	Emotional Well being support for pupil premium children

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Mobile Traveller children have irregular attendance so this impacts on attainment and progress
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress in writing for pupil premium children	Pupils eligible for pupil premium make good progress in writing when their attendance is good.
B.	Improve progress in phonics for pupil premium children	Pupils eligible for pupil premium make good progress in phonics when their attendance is good.
C.	Improve reading progress for pupil premium children	Pupils eligible for pupil premium make good progress in reading when their attendance is good.
D.	Children's emotional wellbeing is supported to improve learning outcomes	Pupils eligible for pupil premium have their emotional well being needs identified early, appropriate support provided so that learning can be focused on.
E.	Improve attendance of Traveller children	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 2020/21

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?
Improve progress in writing for pupil premium children	Engage Traveller children in using Talk for Writing techniques to add more content to their writing through the use of story mapping.	Developing writing by Pie Corbett.	<ul style="list-style-type: none"> Subject Leader/Head Teacher book and planning monitoring Lesson observations 	Head Teacher and Literacy Subject Leader	July 2021
	In Reception use Helicopter story techniques to develop expressive language in storytelling and teacher modelling writing. This will encourage mark making in the early years	Work by Vivien Gussey Paley use of Helicopter stories to develop expressive language and story telling in children has been used successfully go develop children's language and writing	<ul style="list-style-type: none"> Subject Leader/Head Teacher book and planning monitoring Lesson observations Evidence in classroom – scrapbooking stories told by children. 	Head Teacher and Literacy Subject Leader	July 2021
	Use interventions across the year to address gaps in learning. <ul style="list-style-type: none"> Phonic groups Catch up lessons 	DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003. Improving Outcomes for GRT Pupils.gov.uk Highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning.	<ul style="list-style-type: none"> Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2021
	LSA support for groups and individual children	See above	<ul style="list-style-type: none"> Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2021
	Subject leader to monitor quality of literacy lessons giving staff developmental feedback Subject Leader and Head Teacher to produce an analysis of children who have not made progress in reading and	Highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning. Entry levels in reading and writing for mobile pupils are significantly lower than their peers at whatever point of entry into school. However for some mobile children who have been dual registered and attended school	<ul style="list-style-type: none"> Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2021

	<p>identifying gaps in learning. Then identify interventions to support progress.</p> <p>1-1 writing workshops to be held with teachers across the year focusing on gaps in learning and setting targets for enhanced progress</p>	<p>regularly the gap is not so wide and progress can be more significant in reading and writing.</p> <p>Gaps in learning due to COVID 19 school closure period last academic year.</p>			
Total budgeted cost					£8762
Improve progress in phonics for pupil premium children	<p>Refresher training for existing staff as needed</p> <p>Phonics training for new staff</p>	<p>Ensure staff are teaching phonics to the correct standard</p>	<ul style="list-style-type: none"> • Subject Leader to lead training sessions 	<p>Head Teacher and Literacy Subject Leader</p>	<p>July 2021</p>
	<p>Subject Leader lesson observations and developmental feedback given to staff</p>	<p>Ensure staff are teaching phonics to the correct standard</p>	<ul style="list-style-type: none"> • Subject Leader/Head Teacher book and planning monitoring • Lesson observations 	<p>Head Teacher and Literacy Subject Leader</p>	<p>July 2021</p>
	<p>Continue to teach phonics 3 times each day in short bursts to improve recall and engagement with phonics from pupil premium children.</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> <p>To ensure phonic knowledge is retained and embedded in children's learning.</p>	<ul style="list-style-type: none"> • 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 2021</p>

	To track progress in phonics across the year for each year group	Teachers to complete phonics tracking sheet each half term for all children including vulnerable groups to ensure the correct coverage and acquisition of phonics is taking place.	<ul style="list-style-type: none"> Teachers to hand in tracking sheets to S/L and HT for monitoring. Further interventions given for children who are not making expected progress 	Head Teacher and Literacy Subject Leader	July 2021
	Continue to send home phonics homework for KS1 children and spelling homework books for KS2 children	To ensure phonic knowledge is retained and embedded in children's learning.	<ul style="list-style-type: none"> Track children who are not completing homework and talk to parents Give children who have no one to support homework in the home environment time to complete work in school with an appropriate adult. 	Head Teacher and Literacy Subject Leader	July 2021
	LSA support for learning and teaching of phonics	Gaps in learning due to COVID 19 school closure period last academic year	<ul style="list-style-type: none"> Subject Leader/Head Teacher book and planning monitoring Lesson observations 	Head Teacher and Literacy Subject Leader	July 2021
Total budgeted cost					£5762
Improve reading progress for pupil premium children	Use interventions across the year to address gaps in learning. <ul style="list-style-type: none"> Target reading groups Extra reads with LSA/volunteers Extra read with class teacher 	Highly mobile pupils or pupils have been mobile in the previous years have big gaps in learning.	<ul style="list-style-type: none"> Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2021
	See phonic strategies above	See phonic strategies above	<ul style="list-style-type: none"> Tracking attainment and progress across the year. 	Head Teacher and Literacy Subject Leader	July 2021

Total budgeted cost				£5762
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.	<p>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.</p> <p>Mobile traveller families who are also pupil premium children need support in attending school as much as possible</p> <p>Some families need support understanding that they have no choice in school attendance. It is the child's right to be educated and the law.</p>	<ul style="list-style-type: none"> • Continue employment of FLO for 24hours per week to deal with attendance, social and pastoral needs of families and children who are eligible for pupil premium 	Head Teacher FLO Governors July 2021
	FLO to track attendance weekly and contact the parents of children who are not in school emphasising the importance of education and how parents will be fined for non attendance.			
	FLO and Head Teacher to meet bi weekly to monitor attendance which falls below 95% and put actions in place to raise attendance.			
	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 <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 			

	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				
	Head Teacher and Flo to work with access and inclusion, traveller education and EWO to raise the attendance of children who are missing education.				
	Head Teacher and FLO to support to families and children both outside and inside of school to support social and pastoral needs relating to non-attendance at school.				
Total budgeted cost					£15,540
To support the emotional wellbeing of pupil premium children	Supporting clubs, trips, residential field trip	Children who have a positive self esteem and resilience, on average, have higher levels of academic achievement and are more engaged in learning and school life, both concurrently and in later years.	<ul style="list-style-type: none"> Annual trip to Grafham Water Center 	Head Teacher FLO Yr3/4 teachers	July 2021
	Breakfast Club	Provide a breakfast for those children who need one to ensure they are ready to start the school day and to learn.	<ul style="list-style-type: none"> Breakfast Club leader to monitor who needs a breakfast. 	Head Teacher FLO Breakfast Club Leader	July 2021
	Lunchtime Club	To support children's emotional wellbeing and provide extra support at lunchtime for those that made need a helping hand that day with such things as behaviour, sharing, anger, aggression, grief etc.	<ul style="list-style-type: none"> Lunchtime Club leader/FLO to monitor attendance and who needs support in during the day. 	Head Teacher FLO Lunchtime Club Leader	July 2021
	Pegasus Award	Develops resilience and self esteem through a series of individual targets linked to skills for life, environment, health and helping others.	<ul style="list-style-type: none"> Head teacher leads project in Yr 3/4 and monitors targets and implementation of this across the year. 	Head Teacher	July 2021

	Cooking Yr3/4 Big Cook Little Cook Yr 2 Cooking in class Yr1/Rec/Ps	To support children in non-academic learning enriching their life skills. Use cooking to raise self esteem, sense of accomplishment and achievements.	<ul style="list-style-type: none"> External Cook brought back services for Cooking in Yr 3/4 annually as part of curriculum Monitor planning for other year groups 	Head Teacher	July 2021
	Ukelele Lessons Yr 3/4 Sing Up Lessons Yr 3/4	To enrich children's learning and life skills Use music to raise self esteem, sense of accomplishment and achievement.	<ul style="list-style-type: none"> Annual buyback from CBC music service 	Head Teacher Music Subject Leader	July 2021
Total budgeted cost					£3,174

6. Review of expenditure (to be completed at the end of the academic year 2021)

Previous Academic Year			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
All targets	See above	<p>The success criteria was met partially in the autumn term with children making good progress across the term, if their attendance was good. Remote Learning was used across the Spring Term during the school closure period. Remote learning was much more focused following DfE guidance so the children who accessed this consistently made progress. Some children did not access remote learning as well as others, so their progress was less than other children across the spring term. These children were monitored closely by the Head and FLO giving extra support, encouragement and family engagement across this period to ensure children were accessing learning.</p> <p>£1000 of pupil premium money was used to purchase meal vouchers for families who were struggling during the school closure period and before the government vouchers were introduced.</p>	
Improve progress in writing for pupil premium children	See above	In year writing progress across the year showed all children made progress from their baseline assessments. Some children made significant progress across the year. Attainment shows a proportion of children reached age related expectations with a larger than normal group (due to school closure) of children attaining just below their	£8762

		<p>age related expectations. This shows their gap in learning.</p> <p>Strategies used eg Talk for Writing, Helicopter stories and the Hygge approach in Early Years have all had a positive impact on progress in writing across the year. Interventions, writing workshops, tracking attainment and progress, progress meetings and catch up programmes have all contributed to children making good progress in writing across the year.</p>	
Improve progress in reading/phonics for pupil premium children	See above	<p>Pupils have made good progress in phonics from their baseline assessments across the year. Subject leadership in this area is strong and progress across the year has been tracked for all vulnerable groups of children in receipt of pupil premium. The teaching of phonics remains strong with phonics taught in short sessions x3 daily. This has improved recall and application of phonics in reading and writing.</p> <p>Phonics homework for all KS1 and spelling homework for KS2 continues to have a good impacts and supports overall phonic development.</p> <p>This continues to have a good impact on the development of reading.</p>	£5762
Increase attendance for pupils eligible for pupil premium	See above	<p>The FLO role in school has continued to have a significant impact on attendance across the year. The pastoral, welfare and emotional wellbeing support given by the FLO to families in receipt of PP across this year with the impact of school closures and COVID has also been significant. Families have been supported in all sorts of ways across the year and this has directly and indirectly impacted positively on the attendance of children at school and on how families have accessed remote learning.</p> <p>All of the objectives listed above have been actioned during the year with a positive impact on making attendance at school the best it could be for cohorts of children, their lifestyles and taking into account school closures.</p>	£15,540
To support the emotional wellbeing of pupil premium children	See above	<p>All of the strategies had a positive impact on children when they returned to school each time after a school closure period.</p> <p>Other strategies were also introduced eg books were purchased called The Journey which discussed how a little boy focused on changes in the world. In September when children return to school this was used to focus discussions around changes that the children had been through across the COVID year.</p> <p>All children took part in gardening activities on their return to school after the spring school closure period. This meant children were working with their teacher and class on a team plant. They watched their veg grown and then harvested them to take home for their tea.</p> <p>The Boy, The Fox, The Mole and The Horse was purchased for each class to help them talk and discuss their feelings. This had a good impact on children and they were better able to raise their concerns.</p> <p>The residential trip did not take place due to COVID restrictions.</p> <p>Pegasus was used to raise self esteem and focus the children in on their own</p>	£3,174

		development and self esteem. Pupil premium benefitted from cooking lessons and reduced cost for breakfast and after school clubs. Yr 3 and 4 all learnt how to play PBones with a professional musician.	