

(9chilr 11% ea)

## Pupil premium strategy statement (primary)

1. Summary information					
School	Stockbridge Primary School				
Academic Year	2016/17	Total PP budget	£27,780	Date of most recent PP Review	Dec 2016
Total number of pupils	113	Number of pupils eligible for PP	9	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	61%	67%
% making progress in reading	56%	31%
% making progress in writing	33%	34%
% making progress in maths	56%	23%

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.	Poor vocabulary – children have a limited set of life experiences and therefore limited vocabulary
B.	Oral language deficit linked to vocabulary deficit.
C.	Children who achieved expected at EYFS and KS1 are lagging behind at point in KS2. (Exception of Y6 child who is above progress measure given low starting point)
D.	Reading comprehension is poor – this impacts on reading attainment and maths problem solving where contexts have to be understood and interpreted before extracting maths
E.	2 children have significant SEN and developmental needs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Attendance rate for 2 children is well below average
G.	44% have had Social Services involvement in the last 2 years; 50% of these children still have open cases with SS.
H.	KS2 children are not heard read aloud at home. Reading journals are evidence of this.

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<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>i. Broaden vocabulary range and ensure words children are reading in age appropriate reading books are understood (specific to 6 KS2 PP children)</li> <li>ii. DEST screening programme for all children in year R and 1 catches early deficit in vocabulary and comprehension skills</li> </ul>	<p>Children apply their new found vocabulary in their writing which lifts the level of writing to maintain that of their peers. Comprehension of reading improves so that PP children in KS2 can meet ARE.</p> <p>Children's deficient core language skills are caught early and appropriate early interventions are in place to ensure children have their gaps filled and are on track to meet ARE at a very early stage in Year 1 and a GLD in EYFS.</p>
<b>B.</b>	Improve oral language skills in KS1 pupils	KS1 pupils can articulate and explain situations and using age appropriate language.
<b>C.</b>	PP children in KS2 are on track to meet progress measures from their given starting points by the end of 2016-17.	<p>Rapid progress is made by PP children to ensure they meet ARE.</p> <p>Teachers understand and know a child's starting point and where they should consequently be by the end of the year.</p> <p>Handover in Summer '17 ensures new teacher is clear about the rapid journey pupils have had to make and what support is needed for next year.</p>
<b>D.</b>	Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at end of year.	<p>All PP children who achieved at least expected in their EYFS, have a reading comprehension of SS105 or better as well as meet ARE by end of year.</p> <p>Where they did not achieve expected in EYFS, they should achieve a reading comprehension SS of 90 or more.</p> <p>In KS1 pupils, they should maintain a SS of 100 or more plus meet ARE.</p>
<b>E.</b>	Outreach and internal support and interventions are in place and detailed. SENCo tracks progress of these children and addresses any plateaus immediately.	<p>Records of interventions, baseline testing and evidence in books shows demonstrable progress towards ARE for these children</p> <p>Progress is tracked by SENCo and shared with HT and classteachers at least 6 weekly.</p>
<b>F.</b>	Increased attendance rates for PP children who are causing concern and closer relationship with families to ensure they understand the implications of poor attendance.	<p>Attendance for both children should be above 90% for at least 5 months of the year.</p> <p>Action taken by office staff, HT and class teacher demonstrates attempts to engage family and track absences.</p>
<b>G.</b>	Social Services and school continue to work together to support families and ensure PP children are not at risk of harm.	<p>Children and families talk positively about support from school</p> <p>ELSA for these 2 children decreases over the year</p> <p>School objectives and support, as detailed on the CiN and CPPs for these children are regularly met at each review meeting.</p> <p>School contributes fully at CiN and CPP meetings to ensure an accurate picture of family difficulties is presented so that a multi-agency approach is fully informed.</p>
<b>H.</b>	An adult at home hears children read aloud on a frequent basis	<p>Reading age and comprehension ages improve to at least SS105 because children are heard more regularly by adults at home and in school.</p> <p>Parents feel more equipped and skilled to read with their child</p> <p>Children have access to a wide range of literature which interests them.</p>

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<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016-17</b>				
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.					
<b>i. Quality of teaching for all</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>
B. Improve oral language skills in KS1 pupils	Use speechlink to identify areas of weakness in oral language and comprehension Introduce speaking groups, word of the week and use new section in reading journals to highlight new vocabulary and work on areas of weakness identified in speech link.	Speechlink allows us to target specific areas of oral language which are insecure in a child's development. SEN dept. recommend this as a powerful tool to guide interventions and support.	SENCo will test and monitor children who are identified as underperforming by staff and be responsible for providing feedback to teachers.	SENCo Class teachers  £1921	Termly.
E. Outreach and internal support and interventions are in place and detailed. SENCo tracks progress of these children and addresses any plateaus immediately.	Secure Norman Gate support for 1 child  Ensure LSA interventions are in place for both children matched to need from testing and analysis of work. SENCo to introduce PP reviews of both children on 6 wkly basis.	NG interventions are proved, through work with other children, to identify small steps to improve quality of teaching for SEN children with moderate learning difficulties by use of a specialist, trained teacher working alongside class teacher and LSA in our school. Although costly, we have 2 very experienced LSAs to work with these children. Hattie's visible learning research highlighted usefulness of LSAs, albeit at a cost.  Guidance and research from HCC and DfE on pupil progress meetings backs up the need to look forensically at children on a regular basis.	HT and SENCo to monitor the implementation of actions from NG visits and ensure that parents are aware of the outcomes too.  SENCo to monitor interventions and Class teachers to use new tracking to 'sign off' each week and keep themselves up to date with intervention progress. Separate meetings to PPMs for SEN children ensure needs are looked at in depth every 6 weeks.	SENCO  SENCO  SENCO £5970	2 weeks after each NG visit.  Weekly by Teacher, each half term by SENCo  6 weekly – usually in last week of each half term. 6

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<p>H. Adults hear children read at home D. Reading comprehension matches children's developing reading ability.</p>	<p>Reading club for parents for 6 wks – x1/wk to read with your child with Lit ldr</p> <p>Reading visit to PGWells bkshop with personal budget for books</p> <p>Redesign reading journals to include more room for feedback and requirement of a response from parents and children.</p>	<p>Parents, especially of KS2 children, do not hear children read aloud or are aware of the breadth of comprehension that children are expected to achieve and need for more complex texts.</p> <p>Parents do not take an interest in reading with their child so a teacher supported visit to the bookshop will raise interest levels, especially when funds are provided from PP money to purchase high quality texts.</p> <p>National Literacy Trust research supports need for parents to read at home with their children and the reading journals are one way of encouraging this for all children.</p>	<p>Short, sharp targeted support should see an immediate boost in their child's reading which is self-motivating.</p> <p>Lit ldr and HT with parents and children on book store visit to help guide and support in choice of books so that they are age and ability appropriate.</p> <p>Lit ldr to monitor on a regular basis and feedback through staff meetings.</p> <p>Once library is up and running, parent meeting to interest them in books their child may bring home.</p>	<p>Literacy leader</p> <p>Lit Ldr &amp; HT</p> <p>Lit Ldr</p> <p>£2235</p>	<p>After 6 week implementation – April 2017</p> <p>Half termly with lit ldr monitoring</p>
<p>G Social Services and school continue to work together to support families and ensure PP children are not at risk of harm.</p>	<p>Introduce THRIVE emotional and social development analysis and practice</p> <p>Buy in support from THRIVE practitioner</p> <p>Begin training of our own THRIVE practitioners in pre-school and school so that the cycle of developmental delay is addressed early on , especially for PP families.</p>	<p>THRIVE schools focus on the emotional and social development of children in a way that pre-empts and addresses early in a child's development any areas of delay or gaps.</p> <p>In the DfE and NfER research, the best schools were pro-active in their approaches to support and ensured early intervention.</p>	<p>Overall implementation being overseen by a THRIVE practitioner who worked for THRIVE as a consultant. Very experienced and will work alongside HT to ensure a focus on PP children is uppermost.</p>	<p>THRIVE practitioner and HT</p> <p>£7952</p>	<p>Each half term – Feb &amp; April as introductory period.</p>
<b>Total budgeted cost</b>					£18,078
<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>

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D. Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at end of year. H. Adults hear children read at home	Reading buddy scheme established which links qualified teacher to a pupil premium child – applies only to children in Years 4 & 5. Hear them read x3 per week to develop comprehension, model reading skills, model skills of using the reading journal effectively and forming another strong relationship with the children.	The DfE review ; "Pupil Premium; How schools are spending funding successfully to maximise achievement" highlighted the need for the most skilled, qualified staff to work with PP children and this underpins the approach to release a teacher for 10 mins 3 x per week to work with a PP child.	Baseline test children using Salford and Testbase reading tests to ensure there is a measurable impact. Monitor reading journals of PP children to ensure staff are recording their sessions.	HT & DHT  £2796	End of term monitoring (baseline taken January)
F. Increased attendance rates for PP children who are causing concern & closer relationship with families G. Social services and school continue to work together	Weekly monitoring of attendance rates. Payment of taxi to get a child to school when family can't. Involvement of Social Services and ensure the actions for attendance are on CiN Plans.	Social services involvement and partnership working is key to ensure a joined up approach is taken towards any families in need. Money is a barrier for 1 family who live outside catchment and don't qualify for transport. Monitoring regularly ensures problems are highlighted promptly	Reviews at CiN meetings Catch ups with parents on a weekly or fortnightly basis. Improved outcomes for children should be evidenced once 6 continuous weeks of full time school have taken place.	HT & Social workers (where involved)  £1235	On a half termly basis and just before CiN meetings.
G Social Services and school continue to work together to support families and ensure PP children are not at risk of harm.	ELSA in place for children under a CiN or CP plan. HT reading with/playing a game etc with each child on a weekly basis to catch up with them Regular attendance at meetings and support as on CiN/CP plans from school.	ELSA is a proven approach to support children with emotional literacy needs This is supported by HCC Ed Psychology service through regular ELSA circle meetings. Strong bonds with another familiar adult provide a place of safety for child when in need. Joint service working underpins all work in HCC between MASH, SS and Schools.	SENCO monitoring ELSA ELSA attendance at circle meetings and discussion of cases if needed to gain further expertise. HT to monitor actions on the CiN and CP action plans alongside social workers at review meetings.	HT/DSL  £2228	
<b>Total budgeted cost</b>					£6259
<b>iii. 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>

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<p>i. Broaden vocabulary range and ensure words children are reading in age appropriate reading books are understood (specific to 6 KS2 PP children)</p> <p>DEST screening programme for all children in year R and 1 catches early deficit in vocabulary and comprehension skills</p>	<p>Reading journal to include a new vocabulary section which is reviewed each time the child reads with their reading buddy teacher.</p> <p>Word of the week shared in class and a particular focus by the Teacher on ensuring the PP children in their class use it in their work and vocab.</p> <p>DEST screen to highlight any difficulties in reading and processing. DEST both infant and Junior.</p>	<p>Children's progress in writing is marred by the lack of adventurous vocabulary which is not in line with their actual reading age. I.e. They are reading well above their writing level.</p> <p>They are reading also beyond their comprehension level as evidenced in their baseline reading testing. As they read more widely with their reading buddy, it's likely their vocabulary will grow.</p> <p>Rational for DEST testing is to ensure early deficiencies in language and potential areas of difficulty are highlighted early enough to be pro-active about and ensure their deficiencies are acted upon by both parents and staff.</p>	<p>Examine reading journals for collections and quantities of words. Look at writing to check for more adventurous vocabulary choices.</p> <p>SENCO to monitor outcomes of DEST and suggest support programmes – monitor these where implemented.</p>	<p>EJ &amp; Lit Ld Reading buddies to lead on the day</p> <p>£1327</p> <p>£918</p> <p>SENCO</p>	<p>Each time read with reading buddy and every fortnight reading buddy looks at writing.</p>
<b>Total budgeted cost</b>					£2245

Lunchtime ELSA club £1198

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6. Review of expenditure				
2016/17 review				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>iii. Broaden vocabulary range and ensure words children are reading in age appropriate reading books are understood (specific to 6 KS2 PP children)</p> <p>DEST screening programme for all children in year R and 1 catches early deficit in vocabulary and comprehension skills</p>	<p>Reading journal to include a new vocabulary section which is reviewed each time the child reads with their reading buddy teacher.</p> <p>Word of the week shared in class and a particular focus by the Teacher on ensuring the PP children in their class use it in their work and vocab.</p> <p>DEST screen to highlight any difficulties in reading and processing. DEST both infant and Junior.</p>	<p>Reading journals show marked improvement in children's ability to access the vocabulary and share it with staff or another adult.</p> <p>Pupil conferencing by English leads demonstrates the improvement in the PP children's attitudes to reading too.</p> <p>Word of the week introduced in late summer term to whole school so that we get a wealth of ideas. Not yet seeing it come through in writing</p> <p>DEST screening has impacted intervention provision and SENCO has been tracking outcomes of this and ensuring that actions set are being carried through to IEPs.</p>	<p>Will continue with this in 2017/18 with greater focus on word of the week – introduced in Monday assemblies and disseminated for KS1 and KS2.</p> <p>Nd further training for staff with English consultant on how to spread the message about vocabulary amongst children and ensure PP children use it in their writing.</p> <p>Will continue to use on an annual cycle</p>	<p>£2244</p> <p>For 2017-18 - £550</p>
<p>Improve oral language skills in KS1 pupils</p>	<p>Use speechlink to identify areas of weakness in oral language and comprehension</p> <p>Introduce speaking groups, word of the week and use new section in reading journals to highlight new vocabulary and work on areas of weakness identified in speech link.</p>	<p>Oral language skills and ability for children to explain themselves more clearly and therefore transfer into better writing results has been successful and intervention groups, based on speechlink s1 screening interrogation have been filling gaps</p>	<p>Takes a long time to get staff on board to use speechlink analysis in everyday work. Interventions are successful.</p> <p>Need to do screen again with them so that they can measure progress year on year.</p>	<p>£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050</p>

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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at end of year.	Reading club for parents for 6 wks – x1/wk to read with your child with Lit ldr  Reading visit to PGWells bkshop with personal budget for books	Wider offer for reading evening for parents with external literacy consultant. Two sets of notes went to PP children parents - no PP parents attended the meeting led by external literacy consultant. 50% of children increased reading SS by more than the year and all met ARE at the end of the academic year.  Visit to bookshop has just occurred but really ignited children's interest in different books. Awe and wonder at the variety of books available.	Try again this year with a more targeted approach focused on SATs prep and readiness for secondary school,	£550 – Consultant £217 – bookshop visit
Outreach and internal support and interventions are in place and detailed. SENCo tracks progress of these children and addresses any plateaus immediately.	Secure Norman Gate support for 1 child  Ensure LSA interventions are in place for both children matched to need from testing and analysis of work. SENCo to introduce PP reviews of both children on 6 wkly basis.	Support in place for Autumn term, monitored from afar in Spring term and no longer needed in summer term.  SENCo monitors 1 child and keeps him on the SEN register as he is now linked to CAMHS – will remove if they don't diagnose as we don't see any other issues for him in school.	Very successful support – use for more children at such an early stage so that we don't have a prolonged issue.  Monitoring and input by SENCO very effective at building relationship with home.	£5970
Increased attendance rates for PP children who are causing concern and closer relationship with families to ensure they understand the implications of poor attendance.	Weekly monitoring of attendance rates. Payment of taxi to get a child to school when family can't.  Involvement of Social Services and ensure the actions for attendance are on CiN Plans.	Attendance rate at end of year was 87.4% when at the end of the previous year is was 73% - a significant increase.  We spent funds on a taxi on a regular basis to get the child to school and worked with mum throughout the CiN and CP plans to ensure attendance improved.  Also worked with secondary school to ensure attendance of the other son was increasing.	This clearly worked – data proves this. Child now left the school.	Taxi costs £250  CP work £
Social Services and school continue to work together to support families and ensure PP children are not at risk of harm.	Introduce THRIVE emotional and social development analysis and practice Buy in support from THRIVE practitioner Begin training of our own THRIVE practitioners in pre-school and school so that the cycle of developmental delay is addressed early on - especially:	THRIVE now fully in place and staff member booked on the training course for school – pre-school member of staff is pregnant so will be booked on when returning from maternity.  Hugely successful results for PP child for behaviour and ability to access curriculum.	THRIVE now in and working with noticeable impact – children closing reading age gaps and surpassing them in most cases by a 1:2 ratio gain in 1 year.	£2228 Training cost comes in 2017-18.  THRIVE sign up (one off fee) £680



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<p>An adult at home hears children read aloud on a frequent basis</p>	<p>Redesign reading journals to include more room for feedback and requirement of a response from parents and children.</p>	<p>Reading journals used well – literacy subject leader monitoring and Governor monitoring prove that not only is this the case but children are also beginning to read more in non-fiction section as well as more appropriate reading books with suitable challenge.</p>	<p>Still need to target parents of PP children as they don't record (most of the children are much older and share a book with their parent which is not their school book.</p>	<p>£0</p>
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