

(11chilr 9.1% ea)

## Pupil premium strategy statement (primary)

1. Summary information					
School	Stockbridge Primary School				
Academic Year	2017/18	Total PP budget	£22,240	Date of most recent PP Review	Sept 2017
Total number of pupils	122	Number of pupils eligible for PP	11	Date for next internal review of this strategy	April 2018

2. Current attainment					
	<i>Our school – Aut 1</i>	<i>Our school – Aut 2</i>	<i>Our school – Spring 2</i>	<i>Our school – Summer 2</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36				67%
% achieving in reading	64				77%
% achieving in writing	55				81%
% achieving in maths	73				80%

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> )	
<b>A.</b>	Reading comprehension is poor – this impacts on reading attainment in KS2 in reading and maths where children can't understand what's being asked of them in maths.
<b>B.</b>	Maths attainment in relation to ARE is weak for KS2 children. Number and place value are poor and calculation, as a result, lags behind. Fluency is slow
<b>C.</b>	Basic phonics, reading and number skills for 1 KS1 child are lower than ARE with significant gaps.
<b>D.</b>	Expectations for children with the potential to achieve above ARE are low and learning not targeted enough to reach greater depth.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	KS2 children are not heard read aloud at home. Reading journals are evidence of this.
<b>F.</b>	3 children have had multiple school moves in a relatively short space of time and are not home grown. Gaps exist in their knowledge and skills in all areas.
<b>G.</b>	Interruptions in children' social and emotional development resulted in them not being at the age appropriate level of social and emotional development. Most of the children have had significant ELSA input in the last 3 years.

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<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	All children achieve ARE in reading which, especially in KS2, focuses on comprehension ability.  Maths problem solving in class and in tests, shows that children can identify what maths is being asked in a word problem.	Termly assessments in KS2 show that children are on track to achieve ARE with a SS of 100+. Question Level Analysis of tests enables us to ensure that weak domains are improving term on term. Teacher's planning for reading comprehension and maths problem solving development is targeted towards the weaker domains. KS1 summative tests show that children meet ARE in reading and any problem solving aspects of maths.
<b>B.</b>	KS2 children will reach ARE in maths, closing the current gap between them and their peers.	KS2 children, through targeted maths support, reach ARE and achieve above national results in the number and place value domains. Calculation outcomes meet at least national results. Fluency in the basics of maths; number, place value, four operations means that they can answer arithmetic questions speedily.
<b>C.</b>	All PP children are heard read by an adult, preferably at home, at least 3 times per week	Reading journals show partnership in reading; school and home commenting on children's successes and progress. Reading age and comprehension ages improve to at least SS105 because children are heard more regularly by adults at home and in school. Parents feel more equipped and skilled to read with their child Children have access to a wide range of literature which interests them.
<b>D.</b>	Teacher's expectations are raised and skill levels increased in terms of planning and delivering learning to the high attaining children result in children being on track to achieve greater depth in ARE	Planning shows evidence of challenge for more able children and specifically PP children who could attain at greater depth. Books demonstrate planned opportunities become a reality for children to explore HOT skills. Tracking shows children are on track to achieve greater depth (score of 2.5 and above linked to SOLO on tracking)
<b>E.</b>	Gaps are found promptly, addressed and as a result, children achieve ARE for their appropriate year group.	Screening and testing documentation shows improvement term on term. Careful tracking of PP children who have moved, demonstrates clear progress and gaps being addressed. Teacher's planning details actions taken to address these gaps. Should any new PP children join us, the new transition process (see SSED outcome and actions 2017-18) will be applied.
<b>F.</b>	Interruptions in children's social and emotional development will be addressed and known by staff working holistically with the child.	Using THRIVE to determine social and emotional interruptions, children's profiles will be higher at the end of the input and will put them back on track to at least being within their age development norms. THRIVE language and progress will be shared with parents in regular updates.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2017/18</b>

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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>A. All children achieve ARE in reading which, especially in KS2, focuses on comprehension ability.</p>	<p>New approach to guided reading with carousel – all children sharing same book, pitched at ARE for their year group.</p> <p>Vocabulary development using tiers, introduced to all pupils to raise understanding and awareness of more complex words.</p> <p>Planning challenging texts as a starting point linked to topics and themes – planned for whole curriculum map.</p>	<p>We want to encourage all children to have no ceiling for the complexity and challenge of texts they read. Through guided reading we can also boost children’s ability to access unfamiliar texts that they may not choose on their own.</p> <p>Various research backs up the approach of using one text for all to allow for equity and opportunity. Discussions on texts that the whole class is studying allow children with poorer vocabulary to access understanding and a wider range by talking with their peers.</p> <p>Planning puts books at the heart of our curriculum – National Literacy Trust recommend this as a positive approach to motivate children to become better readers.</p>	<p>On the English subject leader’s maintenance and strategic plans for 2017-18 so monitoring of this will be regular and sustained.</p> <p>Staff meeting time devoted to developing guided reading and using the rich texts. Subject leader to subsequently monitor.</p> <p>Termly testing will check that children’s class based knowledge is transferring to a formal test situation.</p>	<p>JH</p> <p>Guided reading book purchases £1000</p> <p>Consultant to support book choices and vocabulary development (staff mtg, subj ldr day, workshop) £1000</p> <p>NfER testing introduced termly £509.50</p>	<p>Each half term</p>
<p>A. Maths problem solving in class and in tests, shows that children can identify what maths is being asked in a word problem.</p>	<p>Maths task design to feature at least weekly problem solving challenges as fits the objectives delivered.</p>	<p>We want problem solving to be an integral part of our maths delivery not just on a ‘problem solving day’.</p> <p>Problem solving teaching approaches were in the top 20 of Hattie’s most influential strategies to develop learning.</p>	<p>Maths leader monitoring</p> <p>Learning walks by maths governor and maths leader</p> <p>Termly KS2 assessments, the problem solving domains are increasingly more accurate and attainment grows throughout the year in this domain.</p>	<p>JB</p> <p>Maths Gov</p> <p>Maths tests</p> <p>NfER testing introduced termly £509.50</p>	<p>Half termly</p> <p>Testing at the end of each term.</p>
<p>D Teacher’s expectations are raised and skill levels increased in terms of planning and delivering learning to the high attaining children result in children being on track to achieve greater depth in ARE</p>	<p>Teachers attend external training designed to explore what mastery looks like at their various age group levels.</p> <p>Tracking through INSIGHTs to focus on higher attaining children or those close to.</p> <p>INSET days focused on higher attaining children and SOLO Higher Order Thinking skills linked to our INSIGHT tracking.</p> <p>Pupil Achievement Profile collects examples of GDS learning rather than just ARE.</p>	<p>Not enough children met GDS in any year group last year in either reading or maths.</p> <p>Teachers have, since the new curriculum came into force, been focused on ensuring they know what ARE looks like and delivering learning to this level. Now time to take it beyond and explore mastery.</p>	<p>Teachers will feedback to HT then whole staff the outcomes of their training at staff meetings.</p> <p>Subj ldr and HT will monitor impact of course back in the classroom through pupil conferencing.</p> <p>Governors give closer focus to the monitoring of children working at GDS at the improvement committee to ensure standards are higher this year.</p>	<p>Teachers on courses £1840</p> <p>INSIGHTS tracking £460</p>	<p>After each course – staff meeting notes should reflect additional training.</p> <p>Monitor INSIGHTS half termly with tests to back up end of term judgements.</p> <p>Book looks and moderation between cluster schools and intra-school moderation.</p>

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<p>F Interruptions in children' social and emotional development will be addressed and known by staff working holistically with the child.</p>	<p>Develop THRIVE emotional and social development analysis and practice across the whole school so that there is a shared language of THRIVE. 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 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. In the DfE and NfER research, the best schools were pro-active in their approaches to support and ensured early intervention.  Children who received support under THRIVE last academic year benefitted massively and results show that their emotional development interruptions were improving – 2 of the 3 moved up a THRIVE development level to narrow the gap between them and their peers.</p>	<p>Overall implementation being overseen by a THRIVE practitioner who worked for THRIVE as a consultant.  In the DfE and NfER research, the best schools were pro-active in their approaches to support and ensured early intervention.</p>	<p>THRIVE practitioner and HT  12 days x £500 = £6000  Training for 2 members of staff £3390</p>	<p>Each half term</p>
<b>Total budgeted cost</b>					<p>£14,709</p>
<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>
<p>B. KS2 children will reach ARE in maths, closing the current gap between them and their peers. E Gaps are found promptly, addressed and as a result, children achieve ARE</p>	<p>Small, focused intervention groups daily for core maths arithmetic skill development to address gaps and break learning down before teaching (pre-learning)</p>	<p>The children are divided into 2 groups based on QLA from early testing. This targeted approach enables children to work on the maths they are specifically weak on and address gaps through intervention support.  Sutton trust and Hattie's research on Visible learning highlighted the power of feedback on academic results – this is a powerful way of providing 1:1 feedback whilst working with a group of 4/5 children in a targeted environment.</p>	<p>HT and Maths subj ldr to monitor children's progress through book looks and pupil conferencing.  Test results should show significant improvement term on term.</p>	<p>HT £2460 – delivering 30 mins/day  CB - £522.50 30 min daily programme</p>	<p>Pupil Progress meetings between class teacher and HT/DHT</p>
<p>A. All children achieve ARE in reading which, especially in KS2, focuses on comprehension ability.</p>	<p>Small, focused intervention groups daily for comprehension skill development to address gaps and break learning down before teaching (pre-learning)</p>	<p>One core group of 5 children – 4 of whom are PP. This targeted approach enables children to work on the comprehension skills they are specifically weak on and address gaps through intervention support.  Sutton trust and Hattie's research on Visible learning highlighted the power of feedback on academic results – this is a powerful way of providing 1:1 feedback whilst working with a group</p>	<p>HT and Eng Subj ldr to monitor children's progress through book looks and pupil conferencing.  Test results should show significant improvement term on term.</p>	<p>HT £2460 – delivering 30 mins/day</p>	<p>Pupil Progress meetings between class teacher and HT/DHT</p>

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<p>A. All children achieve ARE in reading which, especially in KS2, focuses on comprehension ability.</p>	<p>1:1 reading 2/3 times per week.</p>	<p>Reading recovery programme model is being used – this is successful in many schools where reading is lagging behind because of fluency and comprehension.</p>	<p>Baseline reading age scores will be compared with termly reading tests to measure impact. HT or subj ldr to monitor reading by hearing children read every 3 weeks to ensure fluency is developing and comprehension as a result.</p>	<p>Class teacher £1280</p>	<p>Pupil Progress monitoring</p>
<p>C All PP children heard read by an adult, preferably at home, at least 3 times a week</p>	<p>Shared library visits with PP children and parents where possible each half term to encourage children to make wider choices and share books with adults.</p>	<p>Paired reading and a story at bedtime is renowned for raising literacy levels. Most of our older children can already read and are therefore not heard by a parent. Their comprehension however, lags significantly behind their mechanical ability to read so reading aloud is still vitally important for them. We want to get our younger PP children into the routine of sharing a book with an adult regularly.</p>	<p>Subj ldr to organise library visits once per half term and ensure that children are then reading with their parents at home. Devise reward scheme if necessary.</p>	<p>Subj ldr £300 for minibus cost</p>	<p>Along with reading test results.</p>
<b>Total budgeted cost</b>					<p>£7022.50</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<b>Total budgeted cost</b>					

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<b>6. Review of expenditure</b>				
<b>2017/18 review</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>