

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Stockbridge Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£23,280	<b>Date of most recent PP Review</b>	Nov 2019
<b>Total number of pupils</b>	135	<b>Number of pupils eligible for PP</b>	FSM6: 6 (currently on roll) 4% Service: 15 11%	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment of FSM6 children July 2019 national results							
		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	# of children	FSM6	Non FSM6	FSM6	Non FSM6	FSM6	Non FSM6
<b>Early Years</b> (of achieving GLD)	<b>0</b>						
<b>Year 1 phonics</b> (% of children achieving a pass at 32 marks+)	<b>0</b>						
<b>Year 2 SATs</b> (% of children achieving ARE)	<b>1</b>	100	94	100	94	100	83
<b>Year 6 SATs</b> (% of children achieving ARE)	<b>3</b>	67	80	100	90	100	100

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>	
<b>A.</b>	Social and emotional mental health weak and, after THRIVE assessments, children are typically not achieving in the appropriate developmental band for their age
<b>B.</b>	Comprehension is poor of current cohort of FSM – this is impacting on maths attainment as well as reading. 60% FSM6 children have standardised score of less than 100. Of our 7 service children in Years 1-6, 25% have a reading standardised score of less than 100.
<b>C.</b>	Maths knowledge of the basics of place value, number and times tables is weak.
<b>D.</b>	Phonics for our younger FSM6 children is not at age appropriate levels as they move into higher Letters & Sounds phases.
<b>E.</b>	SEN issues, longstanding ones from previous postings for Army children, have been delayed or not picked up on rapidly enough and appropriate agencies not engaged.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Cultural capital for some FSM6 children is low. 60% are now in KS2 where residential visits will increase. Cost should not be a barrier.

4. Intent, implementation and desired impact
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	Desired outcomes	Success criteria			
A.	Children demonstrate skills and understanding of appropriate developmental behaviours for their age	<ul style="list-style-type: none"><li>THRIVE screening gives clear areas for development and results in targeted support for these children.</li><li>Children talk positively about their THRIVE journey and recognise that they are more able to fit in with peers</li></ul>			
Activity to secure outcome		Underpinned by	QFT/Wave 2/3	Cost	Led by
Provide dedicated time for THRIVE practitioners to work with children in need who have a full assessment		THRIVE training	QFT, Wave 2, Wave 3	£6517	HT & THRIVE practitioner
THRIVE screen whole school to decide on class priorities and identify children at risk.		THRIVE online	QFT	£1140	THRIVE practitioner
Ensure THRIVE trained staff have relevant and up to date CPD: a) Power play b) Stress management (early years) c) Fear and anger d) Change and loss		Knowledge of the children we are working with and the growing demands and areas we see need developing.	QFT, Wave 2, Wave 3	£734	HT through performance management
Secure training for new THRIVE practitioner to build capacity in this area.		Continued Professional Development and performance management of support staff	QFT	£1673	DHT through performance management
Introduce training for Family THRIVE practitioner so that we can work with family groups as well as individuals. Implement this with all new service families.		THRIVE research model	Wave 3	£688	HT through performance management
B.	100% of FSM6 and the 25% of service children achieve a standardised score of 100 which represents improved reading and comprehension skills and ability.	<ul style="list-style-type: none"><li>Reading 1:1 and in small groups plans for and targets children with scores of under 100.</li><li>Books chosen by children are age appropriate and match ability</li><li>Phonics decodable books ensure rapid progress for our younger readers who are not yet at 100 SS.</li><li>Teachers can identify strategies, implementation and impact of their Quality First Teaching (QFT) and interventions they have designed or led to improve reading ability.</li></ul>			
Activity to secure outcome		Underpinned by	QFT/Wave 2/3	Cost	Led by
Introduce reading lists for each year group to give a clear guide to parents, children and teachers what is and isn't age appropriate reading.		SLS book lists and CLPE report 'power of reading'; choosing and using children's texts , CLPE report 'reading for pleasure' Use of EEF 'Improving Literacy in KS1 & KS2' reports recommendation 2 (KS1 & 2) 'Closing the vocabulary gap' by A. Quigley	QFT	£1000	Literacy leader
Improve quality of Guided reading sessions by selecting texts that are progressive across the whole school and represent a range of genres including poetry to develop children's vocabulary and also teach directly comprehension skills.		EEF 'Improving Literacy in KS1 & KS2' reports Recommendations 2, 4 and 7 KS1 report Recommendations 2, 3 & 6 KS2 report	QFT	£1500 + class time	Literacy leader
Introduce paired reading for children who are working below 100 SS with a child working above from a higher year group. The		EEF 'Improving Literacy in KS1 & KS2' reports Recommendations 1 KS1 report Recommendations 1 KS2 report	Wave 2	£647	Literacy leader and HLTA

model of fluency and intonation comes from working with someone who has this securely. Supported by HLTA		Both around developing pupils' language capability			
1:1 reading for children whose SS is less than 100 or at risk of not achieving GDS in Years 2 & 6.		Previous year's results from 1:1 reading EEF no. 8 KS1 report & no. 7 KS2 report	Wave 3	£3120	HT & class teachers in PPMs
<b>C.</b>	Place value and number are in line with ARE or better for all FSM6 and Service children and children confidently use times tables to support maths problem solving.	<ul style="list-style-type: none"> <li>Daily mental maths reinforces and revisits the basics in order to achieve the desired outcome.</li> <li>Interventions for children at risk of not achieving times tables at age appropriate stages are in place</li> <li>Regular in house testing shows incremental improvements in basic knowledge to secure all children at ARE.</li> </ul>			
<i>Activity to secure outcome</i>		<i>Underpinned by</i>	<i>QFT/Wave 2/3</i>	<i>Cost</i>	<i>Led by</i>
Maths leader models and then monitors closely implementation of daily mental maths sessions to check they are targeting FSM6 and service children who are not yet at ARE.		HCC Maths leader core provision briefings M. Rixson research into successful mathematicians related to paper 1 outcomes.	QFT	£1140	Maths lead HT Staff meetings
Design and implement simple mental maths testing for each half term in low stakes testing that demonstrates gains each half term.		EEF 'Improving mathematics at KS2' report no. 1 – structured interventions	QFT	As part of days above	Maths lead
3 x week intervention in Aut 2 and Spring 1 for those lacking in times tables and basic number skills with HLTA. Programme to be planned with Class teacher and Maths leader after PPMs – need release time.		EEF 'Improving mathematics at KS2' report no. 7 – structured interventions	Wave 2 and some Wave 3 if need is significant.	£1140 – 1 day/half term for maths lead £1747 HLTA	Maths lead, HLTA & driven by HT through PPMs
<b>D.</b>	Children achieve at the Stockbridge standard for Phonics which ensures a firm grounding for future reading and spelling. Children read with unconscious effort, even when meeting unknown words.	<p>Structured plan in place that breaks down the half termly expectations for all children in each year group through to the end of Autumn 2 Year 3. 100% of all children pass the phonics check in Year 1</p> <p>Year R children have achieved all milestones as set out on the plan to ensure they are secure with all phonics and can blend and segment to read and spell.</p> <p>2 FSM 6 children who are at risk of not achieving the Year 1 phonics check will pass with at least 35 marks.</p>			
<i>Activity to secure outcome</i>		<i>Underpinned by</i>	<i>QFT/Wave 2/3</i>	<i>Cost</i>	<i>Led by</i>
Draw up a structured programme of phonics sounds to be learnt, key words to be taught for Year R so that they begin Year R on track by the end of Year R		EEF Improving literacy at KS1 no. 3 'implement a systematic phonics programme'	QFT	£0	HT & Early Years lead
Introduce improved reading scheme that includes a wider range of decodable phonics books in line with our current new reading scheme – Big Cat Collins Letters & Sounds books		DfE & OfSTED research into curriculum and reading. English Hub research into reading schemes paired with phonics programmes.	QFT	£380	EY and KS1 teachers Literacy lead
Training for staff in delivering high quality, pacey phonics lessons		English hub research and DfE priorities for the hub EEF Improving literacy at KS1 no. 3 'implement a systematic phonics programme'	QFT	£500	HT

Small group interventions for FSM and others who are not at age appropriate places according to Letters & Sounds and our 'Stockbridge Standard' systematic phonics model 3 x wk LSA 1hr max		EEF Improving literacy at KS1 no. 3 'implement a systematic phonics programme'	Wave 2	£1375	Class teachers HT
<b>E.</b>	Ensure all children have their SEN needs raised with appropriate professionals in a timely manner and receive the support they require.		<ul style="list-style-type: none"> <li>Evidence of professionals being contacted for families where prior recommendations have been made and not actioned</li> <li>In house transition documents and process completed and referenced including input as detailed from SENCo and LMT.</li> </ul>		
<i>Activity to secure outcome</i>		<i>Underpinned by</i>	<i>QFT/Wave 2/3</i>	<i>Cost</i>	<i>Led by</i>
SENCO to review each child's file as they arrive and discuss any referrals and outside agency involvement with HT. Plan of action drawn up and shared with parents. Services contacted and referrals made.		Good practice Our local offer & Hampshire's local offer	Wave 3	1 day SENCo time each ½ term approx.. £1062	HT & SENCO
<b>F.</b>	FSM6 children have equal and fair access to opportunities to develop cultural capital along with all other children and are not discriminated against for lack of financial means.		<ul style="list-style-type: none"> <li>FSM6 children will have attended all trips and residential visits as appropriate to their age and year group.</li> <li>Parents have a positive relationship with the school linked to funding.</li> <li>Children do not consider finances a limiting factor in taking part.</li> <li>Children's cultural capital is enriched through these visits – evidence of this through pupil conferencing.</li> </ul>		
<i>Activity to secure outcome</i>		<i>Underpinned by</i>	<i>QFT/Wave 2/3</i>	<i>Cost</i>	<i>Led by</i>
Cultural capital opportunities are identified on long term planning maps for Years A, B & C by subject leaders. In addition, LMT note other areas for cultural capital development, to include strategic overview of residential visits, opportunities within school and other discrete opportunities available to children at our school		OfSTED inspection handbook – importance of developing cultural capital.	QFT	Subj ldr ½ day £1196	Subject leaders
Subsidise residential visits for current FSM children– the travel and accommodation parts that are not met under the Sports premium. Make changes to charging policy			Wave 2	£500	HT & Admin officer