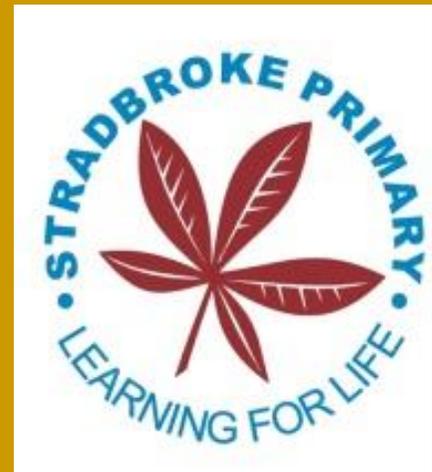


2019

Pupil Premium Strategy



Stephen Nash

Stradbroke Primary School

10/10/2019

Stradbroke Primary School

Pupil Premium Strategy 2019/20

1. Summary information

School	Stradbroke Primary School				
Academic Year	2019/20	Total PP budget	£237,780	Date of most recent PP Review	Feb 2015
Total number of pupils	471	Number of pupils eligible for PP	149	Date for next internal review of this strategy	Jan 2020

2. Current attainment

KS2 2019 Results	<i>National Average</i>	<i>EXS for PP Stradbroke</i>	<i>EXS for Non-PP National (PP National 2018)</i>	<i>Higher Standard Stradbroke PP</i>	<i>Higher Standard National Non-PP (PP National 2018)</i>	<i>PP Progress Score Stradbroke</i>	<i>Non PP Progress Score National (PP National)</i>
Reading 79%	73%	72%	80% (64%)	41%	33% (18%)	Not released yet	Not released yet
Writing 77%	78%	69%	83% (67%)	17%	24% (11%)	Not released yet	Not released yet
EGPS 74%	78%		82% (67%)		39% (24%)	Not released yet	Not released yet
Maths 82%	79%	72%	81% (64%)	31%	28% (14%)	Not released yet	Not released yet
Combined R,W,M 70%	65%		70% (51%)		12% (4%)	Not released yet	Not released yet

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3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children enter school with lower than average starting points (Approx. 70% of children are below typical entry levels).	
B.	Low levels of speech and language development.	
C.	High levels of SEN, above average amount of EHC Plans compared to national (particularly within the Integrated Resource).	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Above average levels of social economic deprivation.	
E.	Below average attendance for Pupil Premium children.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil Premium children to make rapid progress compared to starting points.	Diminish the differences
B.	Excellent opportunities for personal development for all (including disadvantaged) children.	Increased participation
C.	Improved attendance for disadvantaged pupils.	Attendance above 96%

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5. Planned expenditure

- Academic year 2019-2020

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	Staff lead	When will you review implementation?
Raise quality of first wave teaching	<p>Bespoke CPD for teachers</p> <p>Develop the curriculum to build 'cultural Capital'</p> <p>Provide more opportunities for personal development</p> <p>Infuse vocabulary across the curriculum</p>	<p>Teaching quality can have a disproportionate impact on disadvantaged learners.</p> <p>Top priority is to ensure high quality teaching in every lesson across the curriculum.</p> <p>Learning extends beyond academic outcomes: independence, self-belief, employability etc.</p> <p>There is a direct correlation between vocabulary and mental health as well as academic success.</p>	<p><i>'Deep Dives'</i> - evaluate quality of teaching, books, progress data</p>	JS/SN	Jan 2020

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Raise quality of second wave teaching	Bespoke CPD for teaching assistants	To ensure that gaps do not develop or are curtailed swiftly.	<i>“Deep Dives”</i> - evaluate quality of teaching, books, progress data	JS/SN	Jan 2020
Method of support	Success Criteria	Spend	Analysis/Review		
Teresa Heathcote (Literacy Consultant) working with our Literacy Lead Phonics training and Reading Mastery Project (Fluency, Reading Strategies)	<i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i>	£2,000			
Zoe Wilson	SEN Targeted support and personalised learning through high quality IEPs which are integrated into our Medium Term Planning. Learning support assessments.	£6,000			
Additional CPD for staff and SLT (Promoting Outstanding Pedagogy) <i>In-house cover programme which enables teachers to be released for CPD</i>	Targeted support around key SIP priorities (Improve teaching to ‘Outstanding’ across all areas of the curriculum through CPD – Target HA children). ‘Pupils work across the curriculum is consistently of a high quality’. <i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i>	£12,000			

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<p style="text-align: center;">Coaching to Outstanding</p> <p><i>In-house cover programme which enables teachers to be released for CPD</i></p>	<p>Continued focus on differentiating in the Wider Curriculum (Target HA children).</p> <p>'Pupils work across the curriculum is consistently of a high quality'.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£12,000</p>	
<p style="text-align: center;">Language Development CPD – Teresa Heathcote/Chris Quigley</p> <p><i>Research shows that there is a 30 million word gap between Higher Income backgrounds and Lower Income backgrounds by the age of 4. Language is the best predictor for academic success and mental health and wellbeing.</i></p>	<p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£5,000</p>	
<p style="text-align: center;">Over-staffing of TAs in every year group</p>	<p>To continue to allow TAs to attend targeted CPD (internal and external related to SDP targets) aimed at diminishing the differences between vulnerable groups.</p>	<p>£15,000</p>	

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<p style="text-align: center;">Supply cover</p> <p style="text-align: center;"><i>In-house cover programme which enables teachers to be released for CPD</i></p>	<p>Time afforded to build capacity in senior and middle leadership teams for mentoring, coaching, planning, monitoring and evaluation (PP is a focus on all subject action plans). Time afforded to allow staff to plan and deliver CPD for their colleagues.</p> <p>Provide cover when monitoring, evaluating and developing teaching (Subject Leadership Time, Progress Meetings, Deep Dives, Learning Walks etc.). Allow teachers time for professional development (internal and external courses linked to the SDP) as well as visiting 'Outstanding' schools.</p> <p><i>Intent: Improve the quality of teaching which will diminish the difference between PP and Non-PP children.</i></p>	<p>£46,000</p>	
<p style="text-align: center;">Time for monitoring</p>	<p>Time for SLT to monitor and evaluate the effectiveness of the PP strategy.</p> <p>Monitor the difference between pupil premium and non-pupil premium children. Evaluate current practice and provide targeted support for teachers and children who need it.</p>	<p>£3,000</p>	
<p>Total budgeted cost</p>		<p>£101,000</p>	

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ii. Targeted support

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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?
Diminish the differences between disadvantaged and non-disadvantaged.	Additional teachers to support boosting and interventions CPD.	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions CPD evaluations Evaluate impact through careful data scrutiny	JS/SN	Jan 2020
Quality interventions/gap-filling	Resourcing and training	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions Evaluate impact through careful data scrutiny	JS/SN	Jan 2020
Method of support	Success Criteria		Spend	Analysis/Review	
Three additional teachers to support Reading, Writing and Maths (Y1, Y2 and Y3 – 0.4/0.6 contracts)	Early, focused, time-limited intervention to raise the attainment of disadvantaged pupils with low starting points.		£20,000		
Additional teacher to support Maths and Reading (Y6 - 0.8 contract)	To provide support for lower attaining disadvantaged children in Maths and English.		£32,000		

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<p>An additional TA in every year group to deliver same day interventions (gap-filling).</p>	<p>Targeted in-Class support for vulnerable children. Targeted interventions - Diminish the differences between pupil premium and non-pupil premium children in line with SIP.</p>	<p>£30,000</p>	
<p>Additional P.E. Coach</p>	<p>Increase the participation of pupils (specifically disadvantaged children) in sports and extra-curricular activities at school – monitored via registers.</p>	<p>£19,000</p>	
<p>Children's University</p>	<p>Increase the participation of pupils in extra-curricular activities. Participation in extra-curricular activities has proven to be linked with improved academic progress.</p>	<p>£6,000</p>	
<p>Speech and Language Training</p>	<p>Targeted early intervention for children who require extra language skill support.</p>	<p>£8,000</p>	

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PP Free Breakfast Club	Extra-curricular care for our most vulnerable children ensuring they have a healthy start to the day.	£5,000	
Project X Reading Programme (2 TAs trained)	Ensure differences remain below SIP target in Reading.	£3,000	
Lego Theraplay (Resources and CPD for staff)	SEMH support for our most vulnerable children. Diminish the differences between pupil premium and non-pupil premium.	£2,000	

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IDL (Resources and CPD for staff)	Literacy intervention for children with dyslexic tendencies. Diminish the differences between pupil premium and non-pupil premium.	£3,000			
Total budgeted cost		£128,000			
iii. Other approaches					
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?
Excellent opportunities for personal development for all (including disadvantaged) children	Extra-Curricular visits/opportunities Personal Development within curriculum	The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	Monitor attendance registers for extra-curricular activities. Performance Management and School Development Target.	JS/SN	Jan 2020
Improved attendance	Support strategies to improve attendance with disadvantaged pupils.	Attendance to improve above national average. Reduce the rate of persistent absentees amongst all pupils, including PP.	Regular attendance reviews. Each class to monitor attendance (with good attendance incentives). School Development Target.	JS/SN	Jan 2020

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Effective support for children with complex and significant learning difficulties	SENCO Support (Locality SENCO 0.5 days a week)	To provide additional support for vulnerable children and to support EHCP application process. CPD for staff on how to best support vulnerable children.	SEN review. Data analysis.	JS/SN	Jan 2020
Method of support	Success Criteria	Spend	Analysis/Review		
Zoe Wilson (Locality SENCO support)	Tailored IEPs and in class support for disadvantaged pupils.	£4,000			
Rewards for attendance Time for Attendance Officer to monitor	Reduce to the rate PP Persistent Absentees. Improve PP attendance across school.	£2,000			
Provide a wide and rich set of experiences in the curriculum that nurtures, develops and stretches pupil's interests and talents. <i>'The school provides rich experiences in the curriculum and through extra-curricular opportunities'.</i>	Evaluate planning, books and hold teachers to account through Performance Management targets. Publish/Perform/ShowCase evident across all areas of the curriculum. Learning outcomes have a clear purpose beyond the academic, vocational or technical to provide opportunities for broader development. Equal opportunities for all. Links established with parents, the local community, charities, businesses, further education and religious places of worship.	£10,000			

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Prioritise staff wellbeing	Disadvantaged pupils are disproportionately impacted by high staff absence/turnover. Evaluate staff absence figures.	£1,000	
Learning Mentor	Support our most vulnerable children in school.	£4,000	
Develop the outdoor provision in KS1 and KS2.	Reduce the rate of child obesity in school whilst increasing self-esteem, confidence and resilience.	£15,000	
Mental Health Support	Provide support for our most vulnerable children from outside agencies and CPD for existing staff.	£5,000	
Additional After School Clubs and Subsidies	There is a strong take-up by disadvantaged pupils of opportunities provided by the school.	£3,000	
Resources (Bespoke learning aids)	Laptops, I-Pads etc.	£7,000	
Total budgeted cost		£51,000	
6. Review of expenditure			
Previous Academic Year	<i>See Pupil Premium Strategy from 2018-2019</i>		