

Pupil Premium Strategy Statement Stokenham Area Primary School

1. Summary information					
School	Stokenham Area Primary School (Part of the South Hams Federation)				
Academic Year	2016-2017	Total PP budget	£41,240	Date of most recent PP Review	N/A
Total number of pupils	214	Number of pupils eligible for PP	35	Date for next internal review of this strategy	July 2018

At Stokenham Area Primary School we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined to ensure that all of our children are given every chance to realise their full potential and aspire to ‘Be the Best you Can Be in Pursuit of Excellence’. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Stokenham Area Primary School is a smaller than average primary school, consequently cohort numbers and composition vary significantly from year to year-small numbers do skew the data year on year. Therefore progress is considered from each individual child’s starting point to the end of Key Stage 2.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, all schools will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between all pupil groups within Stokenham Area Primary School.

As a school we consistently track all groups of pupils to ensure that they make good or better progress given their starting points. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to

reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

2. Current attainment - Key Stage SATs 2017		
32 pupils took the test of which 7 were PP pupils.	<i>Pupils eligible for PP in school</i>	<i>National average for all pupils</i>
% achieving in reading, writing and maths	85.7%	61% (2016)
% making progress in reading	100%	
% making progress in writing	85.7%	
% making progress in maths	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>)		
A.	Low levels on entry of PP pupils particularly in communication, literacy and language	
B.	Ensuring high attaining PP pupils attain the higher scaled scores	
C.	Mobility of PP children from other schools out of area entering the school at other times other than at the start of Foundation Stage	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement with school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupils eligible for PP	Outcomes at the end of EYFS, KS1 and KS2 in reading and writing continue to be in line or better than PP pupils nationally
B.	Continue to accelerate progress of all PP pupils	PP pupils make the expected progress steps or better each term given their starting points
C.	Increase parental engagement through close support and liaison with school	Evaluations and questionnaires show that parents welcome support with their child's learning

D.	Increase the number of PP pupils reaching a greater depth across the curriculum	Data shows most able pupils are in line with most able nationally.
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5. Planned expenditure					
Academic year	2017-2018				
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?
Continue to Improve language and literacy skills for all pupils	Daily supported reading /phonics programme for EYFS/Year 1 and Year 2 pupils	The structured interventions run throughout EYFS/KS1 show positive outcomes. Tracking data in the school shows that pupils in Yr 1 make better than expected progress in reading	Training with other South Hams Federation staff. All new staff inducted	Head of School	January 2018 March 2018 July 2018
		Outcomes at the end of Year 1 Phonics screening demonstrate 100% (3)PP pupils met the expected standard in phonics in 2017	Phonics Daily Timetabled daily Part of the regular monitoring schedule	English Lead	January 2018 March 2018 July 2018
Total budgeted cost					£20,025.00
ii.Targeted support					
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?
Improved language skills for pupils eligible for PP	1:1 teacher and graduated support staff running intervention groups in phonics/ grammar punctuation and	Some pupils need targeted support to diminish the differences and to have individual support matched to	Part of SIP- SLT from across the federation regularly review this Pupils are tracked half termly individually and part of groups and	Head of School English Lead	January 2018 March 2018 July 2018

	spelling and writing	<p>their needs.</p> <p>This approach has been shown to be effective in other schools within the South Hams Federation over time.</p>	<p>assessment information analysed</p> <p>Timetables are in place ensuring that interventions take place</p>		
Progress rates for all PP pupils continue to be inline or better than their peers.	<p>Accelerating progress 1:1 teacher, TA's and class teacher targeting support and providing interventions where needed in reading, writing and mathematics.</p> <p>Daily Fun Fit Activities for identified pupils</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>Data for 2017 in the school showed very positive progress measures where additional support and interventions were implemented.</p> <p>The data for PP pupils shows they must continue to accelerate progress to continue to diminish the differences with all pupils nationally</p>	<p>Part of SIP- SLT regularly review this</p> <p>Pupils are tracked half termly individually and part of groups and assessment information analysed</p> <p>Focussed pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.</p>	Head of School	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>
Increased parental engagement through close support and liaison with school	<p>SLT/H of School and subject leaders to work with parents to model /scaffold learning practices and expectations</p> <p>Support parents with reading books to share</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make</p>	Individual parental support sessions timetabled.	Head of School Federation SENCo.	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>

	at home Provide 1:1 support for parents re reading/ mathematics/ homework via the federation SENCo	accelerated progress have a supportive home environment where they regularly read with their child and complete homework.			
Increased number of PP pupils reaching greater depth across the curriculum	Head of School/SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum. Head of School/Class teachers to meet with parents of potential pupils to share ideas for supporting learning at home.	The school data shows that we need to increase the number of most able PP pupils reaching the higher standard. We are focussing on writing as this is the area where fewer PP children have achieved greater depth.	Produce a list of targeted pupils and track progress. Class teachers model high expectations for these pupils and ensure children aim to work on the “challenge” aspects of their learning.	Head of School Class Teachers	January 2018 March 2018 July 2018

Total budgeted cost

£17,715.86

ii. 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?
PP pupils are able to wear the school uniform, access trips and residentials (where appropriate) and take part in peripatetic music lessons.	1:1 tuition for identified PP pupils. Subsidising peripatetic music lessons	The gap between PP pupils and other pupils in terms of attainment and progress diminishes and more PP pupils achieve the higher standards given their starting points. All PP pupils are access curriculum enhancement activities despite the cost.	Federation Business Manager, School Administrator and Head of School to audit provision and its impact on identified pupils.	SHF Business Manager School Administrator	January 2018 March 2018 July 2018

	Subsidising of residential trips and visits				
	Subsidising the purchase of school uniform.	All PP pupils are smart and well presented in line with their peers			
Total budgeted cost					£3,500

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
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)	
To ensure that the outcomes for pupils receiving PP continue to be in line or better than all other groups within the school	<p>Daily reading/ phonics/ maths /Fun Fit interventions across all Key Stages.</p> <p>Focussed intervention support</p>	<p>Progress for the significant majority of PP pupils is inline or better than their peers across all year groups in school.</p> <p>Attainment in reading is broadly inline or better with age related expectations</p> <p>Despite small numbers of PP pupils in each cohort the significant majority of PP pupils attained age related expectations or better by the end of the academic year 2016-2017.</p>	<p>This programme is continuing to have a positive impact on all pupils involved and will continue next year.</p> <p>Ensure all staff delivering interventions are involved in reviewing progress and target setting for next steps on a half termly basis.</p>	
To support the purchase of school uniform, access to extra-curricular clubs and contribute towards the cost of residential trips and visits, through access to a bursary of £100 for the academic year 2016-2017.	<p>Peripetatic Music lessons available with lessons subsidised</p> <p>Parents purchasing uniform via the bursary</p> <p>All PP access residential trips and curriculum enhancement visits without</p>	<p>PP pupils are able to access high quality music tuition at a reduced cost.</p> <p>All PP pupils are smart in appearance and a pride in their uniform and belonging to the school.</p> <p>No PP pupils is prevented from accessing trips or residential experiences due to finances.</p>	<p>This programme has made a huge difference to the PP pupils and their families- take up is high and ensures that all pupils have access to a broad and balanced curriculum entitlement.</p> <p>All PP pupils are well presented and smart in appearance- very much part of our whole school family.</p> <p>Whilst budgets allow, we will continue to fund this approach. However, it will be reviewed on a yearly basis to ensure good value for money.</p>	

ii. Targeted support				
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)	
To diminish the difference between PP and all pupils	<p>All SLT team worked with each class and teacher and TA to ensure quality for all teaching</p> <p>1:1 accelerating progress teacher in Year 5/6 plus the federation SENCO and HLTA's worked with groups and individuals on targeted need.</p> <p>Booster Classes for year 6 delivered by class teacher.</p>	<p>EYFS GLD 50% of PP achieved GLD compared with 88.4% of non PP pupils within school and 52% nationally in 2016. 2 PP pupils were in this cohort.</p> <p>In Year 1 100%(3) of PP pupils attained the standard in the Year 1 Phonics screening and 75% (3/4) re-screens met the standard.</p> <p>In Year 2 50% (1/2) PP met the expected standard in reading, writing and mathematics at the end of Key Stage 1.</p> <p>The significant majority of PP pupils across years 3/4/5 attained age related expectations or better by the end of the academic year 2016-2017</p>	To continue to diminish the difference between high achieving PP children and their peers within school and nationally in all year groups.	

7. Additional detail
We have used our "in school " pupil tracking data, continuous assessments, end of academic year progress and attainment data for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 together with the unvalidated RAISE Document November 2016 to inform this statement.