

# Pupil Premium Strategy Statement Stokenham Area Primary School

1. Summary information					
<b>School</b>	Stokenham Area Primary School (Part of the South Hams Federation)				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£ 34,340	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	January 2021

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. It is extremely important that all of our children have equity of experience and access to learning that develops both cultural and social capital as they progress through school. 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.

<b>2. Current attainment - Key Stage SATs 2020</b>		
0 pupils took the test due to COVID-19	<i>Pupils eligible for PP in school</i>	<i>National average for all pupils</i>
<b>% achieving in reading, writing and maths</b>	N/A	N/A
<b>% making progress in reading</b>	N/A	
<b>% making progress in writing</b>	N/A	
<b>% making progress in maths</b>	N/A	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The widened learning gap between dis-advantaged pupils and their peers due to COVID-19 across the whole school
<b>B.</b>	Mental Health and Wellbeing due to COVID-19
<b>C.</b>	Continued low levels on entry of PP pupils particularly in communication, literacy and language and PSHE
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Dis-advantaged / PP children who failed to engage in learning during COVID-19 lockdown and the wider opening of schools in June 2020.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To narrow the learning gap between disadvantage pupils and their peers by improving reading and mathematical skills for pupils eligible for PP / disadvantaged pupils.	Outcomes at the end of EYFS, KS1 and KS2 in reading, writing and mathematics are in line or better than their peers and PP pupils nationally. Ensuring that pupils make better than expected progress each term given their starting points, so as to narrow the gap between disadvantaged pupils and their peers.

<b>B.</b>	To address mental health and wellbeing issues arising from COVID- 19 and the “lock down” to create positive attitudes to learning and improved mental health and wellbeing. Following EH4MH programme and the new PSHE Scheme of work created by the PSHE Association.	Mental Health / Wellbeing issues for PP/ dis-advantaged pupils are addressed and positive attitudes to learning are established and built upon. The entry back into school is smooth and positive for all children including PP/ dis-advantaged children. Children enjoy school and report positive experiences. Pupil / Parent surveys.
<b>C.</b>	Development parental engagement with the parents of PP pupils and dis-advantaged pupils who failed to engage in learning during the COVID-19 lockdown period and the subsequent wider return to school in June 2020. Build support for families and liaison with school	Parents and children engage in Evaluations and questionnaires show that parents welcome support with their child’s learning
<b>D.</b>	Increase the number of PP/ disadvantaged pupils reaching a greater depth across the curriculum	Data shows that the most able PP/ dis-advantaged pupils are achieving in line with their most able peers in school and nationally.

5. Planned expenditure					
Academic year	2020-2021				
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?
To narrow the attainment gap in reading and literacy for PP/ dis-advantaged pupils, especially those who failed to engage in home learning during the COVID- 19 so as to narrow the attainment gap between PP/Dis-advantaged pupils and their peers within school.	Daily supported reading /phonics programme for EYFS/Year 1 and Year 2 and some Year 3/Year 4 pupils.  Whole class reading is taught daily by the class teacher to all children.  1:1 /small group tuition for identified pupils	The structured interventions run throughout EYFS/KS1/ Lower Key Stage 2 show positive outcomes.  Tracking data in the school shows that the attainment between PP /Dis-advantaged pupils in EYFS/KS1/ Lower Key Stage 2 narrows significantly and they make rapid progress in reading given their starting points.  Outcomes at the end of Year 1 Phonics screening demonstrate 23% (7/31)PP/ dis-advantaged pupils met the expected standard in phonics in 2021.	Training with other South Hams Federation staff. All new staff inducted  Phonics Daily Whole Class Reading Timetabled daily Part of the regular monitoring schedule.  Targeted timetabled 1:1 small group tuition. Reviewed and amended .half termly	Head of School  Reception Lead  English Curriculum Lead	January 2021 March 2021 July 2021  January 2021 March 2021 July 2021
<b>Total budgeted cost</b>					<b>£20,025.00</b>
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?
To narrow the attainment gap in mathematics for PP/ dis-advantaged pupils	Daily supported mathematics programme for EYFS/Year 1 and Year	PP/ Dis-advantaged pupils receive targeted support to diminish the difference and to have	Part of SIP- SLT from across the federation regularly review this	Head of School English Curriculum Leader EYFS/KS1 and KS2	January 2021 March 2021 July 2021

<p>especially those who failed to engage in home learning during COVID- 19 lockdown. So as to narrow the attainment gap between PP/Dis-advantaged pupils and their peers</p>	<p>2 and some Year 3/Year 4 pupils to “catch up”</p> <p>Whole class “mastery “ mathematics curriculum is taught daily by the class teacher to all children.</p> <p>1:1 /small group targeted tuition for identified pupils</p>	<p>individual support matched to their needs.</p> <p>This approach has been shown to be effective within Stokenham Area Primary School over a sustained period.</p>	<p>Pupils are tracked individually and part of groups through on going assessment for learning strategies. Assessment information is analysed and informs pupils’ next steps for learning.</p> <p>Timetables are in place ensuring that interventions take place, are monitored and impact assessed in a regular cycle.</p>	<p>Leaders. 1:1 Tutor SENCo HLTA</p>	
<p>Progress rates for all PP /Dis-advantaged pupils accelerate quickly and attainment for these groups of pupils is inline or better than their peers within school and nationally.</p>	<p>All pupils receive a highly structured entitlement built on high expectations and whole class mastery teaching.</p> <p>Accelerating progress class teacher, 1:1 teacher, and TA’s targeting support and providing interventions where needed in reading, writing and mathematics.</p> <p>1:1 Tuition Small group tuition to address individual need and “plu gaps” in learning.</p>	<p>Many PP/ Dis-advantaged pupils may need targeted support to diminish differences and to have individual support matched to their needs as a result of school closures between March 2020- September 2020 due to COVID-19</p> <p>Data up to March 2020 in the school showed very positive progress measures where additional support and interventions were implemented. These will be continued, extended and intensified for PP/Dis-advantaged pupils</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>	<p>Head of School EYFS/KS1 and KS2 Leaders. 1:1 Tutor SENCo HLTA</p>	<p>January 2021 March 2021 July 2021</p>

		<p>where necessary.</p> <p>High expectations for PP /Dis-advantaged pupils will accelerate progress for these groups and will focus on diminishing the differences between themselves and their peers within class and with all pupils nationally.</p>			
<p>Increased parental engagement through close support and liaison with school</p>	<p>Head of School/ SLT/SENCo and class teachers to work with parents to model /scaffold learning practices and expectations</p> <p>Support parents with reading books to share at home</p> <p>Provide 1:1 support for parents re reading/ mathematics/ homework – workshops and access to online tutoring materials where relevant.</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 accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p>	<p>Individual parental support sessions timetabled.</p>	<p>Head of School SLT Head of School EYFS/KS1 and KS2 Leaders Class Teachers SENCo.</p>	<p>January 2021 March 2021 July 2021</p>
<p>Ensure that all PP/Dis-advantaged pupils have access to a well structured, coherent broad and balanced curriculum entitlement, so as to narrow the</p>	<p>Headteacher /SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p>	<p>Following the COVID-19 lockdown and school closures we now need to narrow the gap and ensure that our most able PP /Dis-advantaged pupils</p>	<p>Continue to monitor targeted pupils and track their progress.</p> <p>Class teachers model high expectations for these pupils and</p>	<p>Head of School EYFS/KS1 and KS2 Leaders  Class Teachers HLTA</p>	<p>January 2021 March 2021 July 2021</p>

gap between the number of PP /Dis-advantaged pupils reaching greater depth across the curriculum and their peers.	Headteacher/Class teachers to meet with parents of potential pupils to share ideas for supporting learning at home.	reach the higher standards not only in reading, writing and mathematics but also within the broader curriculum.	ensure children aim to work on the “challenge” aspects of their learning.		
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**Total budgeted cost    £11,915.00**

**ii. Other approaches**

<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>
To address mental health and wellbeing issues arising from COVID- 19 and the “lock down” to create positive attitudes to learning and improved mental health and wellbeing. Following EH4MH programme and the new PSHE Scheme of work created by the PSHE Association.	<p>Re-iterating our school ethos :- “Kind, Safe and Responsible in pursuit of excellence” to ensure a positive learning culture and environment for PP/Dis-advantaged pupils.</p> <p>To use EH4MH programmes to ensure a smooth transition for all pupils and their families especially PP/ Dis-advantaged pupils on their return to full time school in September 2020.</p> <p>Implement the new PSHE Scheme from the PSHE</p>	<p>Ensuring the positive Mental Health and Wellbeing of all our children</p> <p>Creates a positive learning culture for all.</p> <p>Ensures high expectations and positive attitudes to learning.</p> <p>Reinforces our school family ethos .</p>	<p>Head of School EYFS/KS1 and KS2 Leaders Monitoring of behaviour logs. Conversations with pupils and teachers. Conversations/ liaison with parents.</p>	<p>Head of School EYFS/KS1 and KS2 Leaders</p>	<p>January 2021 March 2021 July 2021</p>



	Subsidising the purchase of school uniform.				
<b>Total budgeted cost</b>					<b>£3,500</b>

6. Review of expenditure				
Previous Academic Year		2019-2020		
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)	
Continue to Improve reading and literacy skills for all pupils	<p>Daily supported reading /phonics programme for EYFS/Year 1 and Year 2 pupils</p> <p>Development of Higher Order Reading skills and reading for pleasure</p>	<p>The structured interventions run throughout EYFS/KS1 show positive outcomes.</p> <p>Tracking data in the school shows that pupils in Yr 1 make progress broadly inline with their peers in reading</p>	<p>This programme was continuing to have a positive impact on all pupils involved and will continue next year. However COVID-19 and lockdown prevented the completion of this years programme.</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>Whilst budgets allow, we will continue to fund this approach. It will continue to be reviewed on a yearly basis to ensure good value for money.</p> <p>Up until March 2020 this programme had 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>Up until March 2020 all PP pupils were well presented and smart in appearance- very much part of our whole school family.</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)	
Improved language skills for pupils eligible for PP	Focussed work of an HLTA and graduated support staff running intervention groups in phonics/ grammar punctuation and spelling and writing	No outcomes due to COVID-19 and lockdown in March 2020-September 2020 and the withdrawal of EYFS Profile KS1 and KS2 SATs/Year 1 Phonics and Year 4 Multiplication Test.	Despite COVID-19 we will continue to work towards diminishing the difference between high achieving PP children and their peers within school and nationally in all year groups. This strategy will continue for identified pupils.	
Progress rates for all PP pupils continue to be inline or better than their peers.	Accelerating progress 1:1 teacher, TA's and class teacher targeting support and providing interventions where needed in reading, writing and mathematics.  Daily Fun Fit Activities for identified pupils	No outcomes due to COVID-19 and lockdown in March 2020-September 2020 and the withdrawal of EYFS Profile KS1 and KS2 SATs/Year 1 Phonics and Year 4 Multiplication Test.	Despite COVID-19 teachers will continue to target pupils and track progress to provide appropriate support and scaffolds during 2020-2021.  Despite COVID-19 class teachers will continue to model high expectations for these pupils and ensure children aim to work on the "challenge" aspects of their learning. The "mastery" approach for the delivery of the broader curriculum (not just reading, writing and mathematics) will continue with a continued focus on developing reading across the curriculum to develop knowledge and understanding of a broader range of subjects so as to develop cultural and social capital.	
Increased parental engagement through close support and liaison with school	SLT/Headteacher and curriculum leaders to work with parents to model /scaffold learning practices and expectations	Historically the school data shows that we need to increase the number of most able PP pupils reaching the higher standard.  We continue to focus on reading and writing as this is the area where	Individual parental support sessions timetabled and counselling was provided for identified families but COVID- 19 and lockdown prevented to completion of the programme for these families. We will continue to provide access to counselling for families and pupils in ndeed . This	

<p>Increased number of PP pupils reaching greater depth across the curriculum</p>	<p>Support parents with reading books to share at home</p> <p>Provide 1:1 support for parents re reading/ mathematics/ homework via the SENCo</p>	<p>historically fewer PP children have achieved greater depth.</p>	<p>will continue as will working closely with families on a 1:1 basis as we move through 2020-2021.</p>	
<p>PP pupils are able to wear the school uniform, access trips and residential visits (where appropriate) and take part in peripatetic music lessons.</p>	<p>Subsidising the purchase of school uniform.</p> <p>1:1 tuition for identified PP pupils.</p> <p>Subsidising peripatetic music lessons</p> <p>Subsidising of residential trips and visits</p>	<p>All PP pupils are smart and well presented in line with their peers</p> <p>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.</p> <p>All PP pupils are access curriculum enhancement activities despite the cost.</p>	<p>To ensure equity of provision and opportunity for all of our PP pupils we will continue with this strategy, this targeted support ensures equality of provision and entitlement for all pupils and their families in our “school family.”</p>	

## 7. Additional detail

There are no outcomes in 2020 to report on, due to COVID-19 and the lockdown in March 2020 and the withdrawal of the EYFS Profile KS1 and KS2 SATs/Year 1 Phonics and Year 4 Multiplication Test to inform this years statement.

