Stillington Primary School

**Pupil Premium Strategy Statement**

| Pupil premium strategy statement: Stillington Primary School: 2018-19 | | | | | |
|---|---|---|---|---|---|
| **Academic Year** | 2018 - 2019 | **Total PP budget** (See attached for spending breakdown) | £1320 | **Date of most recent PP Review** | |
| **Total number of Pupils** | 26 | **Number of pupils eligible for PP** | 5 (19%) | **Date for next internal review of this strategy** | Jul 2019 |

| **Current attainment** | |
|---|---|
| | **Pupils eligible for PP (your school)** |
| % achieving expected standard in reading, writing and maths | 40% |
| % achieving expected standard in reading | 40% |
| % achieving expected standard writing | 40% |
| % achieving expected standard maths | 40% |

| **2. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
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| **In-school barriers (issues to be addressed in school, such as poor oral language skills).** |
| A.   High proportion of  Special Educational Needs (80% of 5) |
| B.   Insecure previous assessments have made the evaluation of progress difficult at time |
| **External barriers** |
| A.   Lack of enrichment activities outside of school compared to non PP children due to financial constraints  / lack of opportunities |
| B.   Late arrival at school |

| **Planned expenditure: 2018-19** |
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| **Priorities for Pupil Premium funding** |
| 1)   **To ensure the in-school attainment and progress of Pupil-Premium is in line with non-pupil premium children in reading, writing and mathematics. To ensure that the progress of children eligible for PP is above National Average** |
| a)   **Quality 1st teaching leading to accelerated improved outcomes.** |
| b)   **Gaps in learning will be rapidly identified and closed ensuring disadvantaged children are achieving GLD on exit.** |
| c)   **To support early speech and language skills targeting pupils as soon as they enter Reception.** |

*Excellence through effort, aspiration and high expectations.*
*We can because we believe we can*

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d)  **To provide in class to address target areas of learning.**
e)  **To run boosters / interventions targeting vulnerable groups as identified through progress**
f)  **Improve outcomes for all pupils by setting higher expectations of what can be achieved in all year groups and ensure staff understand how to quickly accelerate progress.**
g)  **To provide 1:1 support for those children at risk of failing to make progress or who need additional behavioural support**
2)  **Attendance and wellbeing**
a)  **Improve the attendance of identified PP children.**
b)  **To support children developing relationships and promotion of good behaviour**
a)  **To extend children's experience and promote aspiration.**

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| 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? Milestones** |
| **1a) Quality 1st Teaching leading to accelerated improved outcomes for all pupils in receipt of PP in English and Maths** | *Teaching Assistants to support the provision of high quality teaching and learning through effective monitoring and sharing best practice. *Focused support for PP children to: - pre-teach - over-teach -provide emotional and behavioural support -develop good behaviours for learning *Staff training to improve marking and feedback / moderation / behaviours for learning Opportunities to observe best practice | EEF toolkit: - Quality 1st teaching high impact for low cost +8 months progress. Under £80 per pupil (EEF) -Investing PP in longer term change will help all children. An effective way to improve attainment is to use high quality feedback, embedded throughout school  **EEF Toolkit** suggests GTA support is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Moderate impact for moderate cost + 4 months progress Intervention children receive support in key subject areas and this enhances progress in class. EEF – Moderate impact for moderate cost + 4 months progress | -Evidence base: books, data, moderation exercises, classroom monitoring, pupil voice, planning scrutiny and triangulation exercises. | HT | JUL 19 |
| | | | | **Total budget:** | £1000 |

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| 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?** |
| **1b) Support the learning of children with SEND who are also eligible for PP** | -See 1a re: Quality 1<sup>st</sup> teaching:<br>-Development and implementation of individual support plans<br>-training for all staff regarding learning behaviours<br>-1:1 support for vulnerable PP children | **Test resilience** needs to be developed with disadvantaged pupils through booster groups working collaboratively through test style questions. – Spend 8 /<br>-EEF EYFS toolkit – communication and language strategies identified as high impact and low cost - +6 months progress. | -Evidence base: classroom monitoring, pupil voice | HT | JUL 19 |
| **2b) To support children developing relationships and promotion of good behaviour** | -Lower School daily Lunchtime and playtime activities and support<br>- Outdoor play equipment | Lunch clubs / outdoor play equipment / Play champions / Football coaching. | Impact on behaviour for Learning across the school – evidenced through learning walks. | **HT** | JUL 19 |
| | | | | **Total budgeted cost:** | £320 |

| 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?** |
| • | | | | | |
| | | | | **Total budgeted cost:** | |