

Pupil premium strategy statement: Stillington Primary School: 2019-20

Academic Year	2019 - 2020	Total PP budget (See attached for spending breakdown)	£2200	Date of most recent PP Review	
Total number of Pupils	26	Number of pupils eligible for PP	2 (11%)	Date for next internal review of this strategy	Dec19 Apr20 Jul20

Current attainment		
	Pupils eligible for PP (your school)	July 2020
% achieving expected standard in reading, writing and maths	SUPP	SUPP
% achieving expected standard in reading	SUPP	SUPP
% achieving expected standard writing	SUPP	SUPP
% achieving expected standard maths	SUPP	SUPP

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills).

A. SUPP
B. SUPP
C. SUPP

2. External barriers

A. SUPP
B. SUPP

Planned expenditure: 2019-20

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. (Not applicable to current pupils receiving Pupil Premium funding- priority will be to accelerate progress in Reading, Writing and Maths in order to close the gap to National Expectations.**
 - a) Behavioural needs are met, allowing for Quality 1st teaching leading to accelerated improved outcomes.
 - b) To provide 1:1 support for those children at risk of failing to make progress or who need additional behavioural support
 - c) Gaps in learning will be rapidly identified and addressed through boosters / interventions targeting vulnerable groups as identified through progress
 - d) To support the development of social and language skills
 - e) Improve outcomes for all pupils by setting high expectations of what can be achieved in all year groups and ensure staff understand how to quickly accelerate progress.
- 2) **Attendance and wellbeing**
 - a) Improve the arrival time of identified PP children through offering adult mentoring / reading / settling-in activities at the start of the school day.
 - b) To support children developing relationships and promotion of good behaviour
 - c) To extend children's experience and promote aspiration.

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?
1a) Quality 1st Teaching leading to accelerated improved outcomes for all pupils in receipt of PP in English and Maths	<p><u>Teaching Assistants in each class to support the provision of high quality teaching:</u></p> <ul style="list-style-type: none"> -Opportunities to observe best practice across school / other settings -opportunities to discuss best practice in Staff meetings / following monitoring - Understanding of FFT <p><u>*TAs to deliver focused / 1:1 support for PP children:</u></p> <ul style="list-style-type: none"> - pre-teaching / over-teaching / re teaching / boosters -provide emotional and behavioural support -develop good behaviours for learning <p><u>Staff training to improve marking and feedback / moderation / behaviours for learning</u></p> <ul style="list-style-type: none"> - Opportunities to observe best practice - M+F training Sept 19 	<p>EEF toolkit: Quality 1st teaching high impact for low cost +8 months progress. Under £80 per pupil (EEF)</p> <ul style="list-style-type: none"> -Investing PP in longer term change will help all children. <p>An effective way to improve attainment is to use high quality feedback, embedded throughout school</p> <p>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</p> <p>Intervention children receive support in key subject areas and this enhances progress in class: EEF – Moderate impact for moderate cost + 4 months progress</p>	<p>-Evidence base: books, data, moderation exercises, classroom monitoring, pupil voice, planning scrutiny and triangulation exercises.</p>	HT	Dec 2019 Apr 2020 Jul 2020
Total budget:					£1200
<p>Impact: July 2020</p> <ul style="list-style-type: none"> • children in receipt of PP have been able to access all areas of the curriculum • children in receipt of PP received same-day booster intervention in order to maintain progress • Although working below ARE, expected progress being made by 2/3 pupils • TAs observed practice in other classroom / attended training Maths questioning (enabling and extending) / part of planning of transition of child to KS1 classroom • TAs supporting learning effectively through written feedback • TAs more aware of Focus children at risk of underachievement 					
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 social and emotional	<p>-1:1 TA support (See 1a re: Quality 1st teaching:</p> <p>To help the children develop relationships, develop social skills, language strategies, resilience and promote good behaviour</p> <ul style="list-style-type: none"> -Work with EMS to develop/implement individual support plans / training for all staff regarding learning behaviours 	<p>-EEF EYFS toolkit – communication and language strategies identified as high impact and low cost - +6 months progress.</p> <p>Resilience needs to be developed with disadvantaged pupils through booster groups</p>	<p>-Evidence base: classroom monitoring, pupil voice</p>	HT	Dec 2019 Apr 2020 Jul 2020

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needs of Pupils receiving PP	-Purchase of resources to facilitate the above - TA support at playtime and lunchtime to oversee activities and support social interaction - Improve the arrival time of identified PP children through offering adult mentoring / reading / settling-in activities at the start of the school day. - Funding for school trips / experiences / equipment in order to extend children’s experience and promote aspiration.	working collaboratively through test style questions. (may well be through 1:1 work also in 2019-20) Lunch clubs / outdoor play equipment / Play champions / Football coaching effective in developing social and language skills in a different context	Impact on behaviour for Learning across the school – evidenced through learning walks./ SEND review with parents		
Total budgeted cost:					£1000
Impact: July 2020 <ul style="list-style-type: none"> • Bewerley Park trip attended. Additional personalised arrangements made for timings and staffing • SUPP • SUPP 					
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:					