



Stokesay Primary School Pupil Premium Strategy Statement – 2020/21

1. Summary information					
School	Stokesay Primary School				
Academic Year	2020/21	Total PP budget	£ 49,075	Date of most recent PP Review	January 2021
Total number of pupils	149	Number of pupils eligible for PP and FSM6	35 (2 LAC)	Date for next internal review of this strategy	Sept 21

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	Slower progress for some PP pupils across the school. This reduces the proportion of pupils achieving the combined expected level in all areas.	
C.	Social disadvantage - Limited access to extra-curricular activities or educational experiences such as trips and music lessons	
External barriers		
D.	Attendance rates for pupils eligible for PP are not reaching the school's target. This reduces their school hours and causes them to fall behind.	
E.	A great deal of deprivation surrounds the area. Many families have social care involvement. This can disrupt children's learning.	
F.	Low levels of Literacy & Numeracy at home	
G.	Parental Involvement – requiring a greater awareness of the expectations of each Key Stage and Year group and to encourage a partnership in learning	
H.	Family deprivation/poverty – children not eating breakfast/arriving 'ready to learn	
3. Desired outcomes		Success criteria
A.	Improve oral language skills for pupils eligible for PP	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
B.	Accelerate the progress of disadvantaged pupils to diminish differences in progress and attainment between Pupil Premium and other children.	Pupils eligible for PP make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in all year groups by teacher assessments and successful
C.	Increase attendance rates for pupils eligible for PP. Improve the punctuality of PP pupils to ensure they are in school on time.	Reduce the number of persistent absentees among pupils particularly girls eligible for PP. Overall PP attendance improves to 96% in line with the school target. Reduce the number of late marks recorded for PP children.

D.	Support families with social care involvement so that children are able to learn undistracted from family problems.	Children with social care involvement are making good progress that is at least in line with their peers.
E.	To provide enhanced curricular opportunities – in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding	Pupils eligible for Pupil Premium funding are able to and actively access enrichment and extra-curricular activities.

4. Planned expenditure				
Academic year		2020-2021		
i. Quality teaching for all				
Expected impact	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost
Improved oral language skills.	ELKLAN (speech and language support) Nurture Group	We want to invest some of the PP in longer-term change, which will help all pupils. Children come into school well below age related expectations in terms of their vocabulary and language.	Learning walks. Reports from ELKLAN	£5300
Improved outcomes	TA support for 1:1 and small group work.	There is a great deal of need for many PP children to receive additional support to ensure key concepts and basic skills are embedded.	Lesson observations Data tracking	£15,500
Raised levels of literacy	Accelerated Reader	Many children do not read at home. Impact of reading focus has been shown to make a significant difference (Sutton Trust). AR reading scores will be used to identify and target reading intervention.	AR records. Correlation between improvement in reading and better outcomes	£2380

Accelerated progress of disadvantaged pupils. Improved outcomes at the end of KS1 & KS2.	Review the whole school approach to the teaching. Improved classroom intervention through targeted support Interventions –	We want to improve progress for all pupils across the school. Current outcomes are not good enough.	Introduction of a reviewed whole school approach to TL&A monitored closely by SLT Interventions show rapid impact on progress being made by children	£5850
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Raised self esteem – no children miss out or feel less included. Parents know that school is working to help their child – increased parental	Purchasing Uniform where necessary. Purchasing Pupil Planners (including information to support reading, maths, phonics)	Many children do not have correct school uniform and are self conscious. School wants to engage parents and provide them with tools to help them help their child at home.	Uniform checks. Monitoring parental use of planners (signed / reading records)	Planners = £200 Uniform – Need basis
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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?	Cost
No children miss valuable school time. All children have access to a healthy, nutritious breakfast and lunch.	Daily Breakfast Club	Many children do not arrive ready for learning. We want them to feel prepared for the school day.	Monitoring attendance and uptake of breakfast club offer	£9500

<p>Increased attendance rates.</p> <p>Reduced % of Persistent absence</p>	<p>Leadership to monitor absences. First day call homes</p> <p>by Head to ensure suitable reasons for absence. Home</p>	<p>Many children have lower than expected attendance rates. We can't improve attainment for children if they aren't actually attending school</p>	<p>Training for teachers to monitor attendance</p> <p>Frequent discussions with the parents of pupils causing concern. EWO monitoring and feedback.</p>	
<p>Stability for children involved with social care</p>	<p>Family Support Worker role is continued to provide a welcome contact for families within school</p>	<p>A high percentage of children are involved with social care and this can affect their learning.</p>	<p>HT to monitor and evaluate effectiveness of FSW role</p>	<p>£10250</p>
<p>Supplemented trips and extra-curricular activities for pupils with most need</p> <p>Vulnerable pupils benefit from inclusion in</p>	<p>Budget is used to supplement costs</p>	<p>Many children are not able to afford school trips in full. Therefore school will supplement cost to give children the life experiences they would otherwise not have.</p> <p>Research shows that there is a correlation between learning a musical instrument and educational achievement</p>	<p>HT to ensure that trips and extra-curricular activities are successfully covered.</p>	<p>£2400</p>
<p>Children complete work which supports their learning and are not disadvantaged through lack of</p>	<p>Weekly Homework Club</p>	<p>Many children do not have the support or environment to successfully complete or concentrate on homework</p>	<p>HT monitoring of attendance</p>	<p>£1570</p>
<p>Increased Parental support / effectiveness / confidence</p>	<p>Understanding Your Child – parenting course</p>	<p>Many parents/carers have asked for help with parenting skills and how they can help their child with their schoolwork.</p>	<p>Monitoring of parental attendance</p> <p>Parent survey</p>	<p>£1000</p>

Total budgeted cost	£54,000
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