

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| <u>1. Summary Information</u> | | | | | |
|---------------------------------------|------------------------------------|---|----------|---|---------|
| School | Stephenson Memorial Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget (financial year) | £208,780 | Date of most recent PP Review | Sept 18 |
| Total number of pupils Y1 – Y6 | 402 (whole school) | Number of pupils eligible for PP | 122 | Date for next internal review of this strategy | Feb 19 |

| <u>2. Current Attainment</u> | | |
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| <u>Based on 2018 results at the end of Key Stage 2</u> | <i>Pupils eligible for PP (school) (national average)</i> | <i>Pupils not eligible for PP (school) (national average)</i> |
| % achieving expected standard or above in reading, writing & maths (RWM Combined) | 53% (51%) | 85% (70%) |
| % achieving expected standard or above in reading | 65% (64%) | 85% (80%) |
| % achieving expected standard or above in writing | 62% (67%) | 90% (83%) |
| % achieving expected standard or above in grammar, punctuation and spelling | 62% (67%) | 85% (82%) |
| % achieving expected standard or above in maths | 56% (64%) | 85% (81%) |
| Average scaled score: reading | 104.8 (102.6) | 107.9 (106.1) |
| Average scaled score: maths | 102.4 (101.9) | 105.5 (105.4) |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| <u>Based on 2017 results at the end of Key Stage 1</u> | <u>Dis Pupils</u> | <u>All</u> |
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| % achieving expected standard in Y2 for RWM (combined) | 50% (50%) | 57% (65%) |
| % working at Greater Depth in Y2 for RWM (combined) | 18% (13%) | 17% (12%) |

3. 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)*

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| A | Attainment gaps: The starting point for disadvantaged children on entry to nursery is extremely low. Last year, on entry to nursery, 24% of disadvantaged children were ARE for LCC- speaking, which is 53% below NA at the end of Reception for disadvantaged children and 63% below non -disadvantaged peers at the end of Reception. Only 34% were ARE for LCC-understanding, which is 44% below NA at the end of Reception for disadvantaged children and 53% below non-disadvantaged children. |
| B | SEND: Jan 2018 school census data shows 16% of pupils have Special Educational Needs. 25 % of FSM6 pupils have SEND. |
| C | School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.35 (decile 2). We have an IMD of 2 (score: 36.3). 48% of our pupils (213 pupils) live in decile 2 and 25% (111 pupils) live in decile 1. 73% of pupils live in the 20% most deprived areas nationally. Many of our pupils have limited life experiences outside of school. |
| D | Social Care Needs: Our school has a large number of families supported historically or currently (68 families, 91 children) by outside agencies including social care and family support workers, multi agency e.g CAMHS, school health, family entrepreneurs. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities. |

External Barriers *(issues which also require action outside school, such as low attendance rates)*

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| E | Attendance: Overall attendance half terms 1-4 in 2017-18 showed FSM6 pupils at 5.6%. 15.4% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2017-18. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment. |
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S.M.P.S

Pupil Premium Strategy Statement 2018-19



| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A | To raise the attainment and progress measures of disadvantaged children so that they are in line with their non-disadvantaged peers from similar starting points, particularly year groups 1-6. Our current year 2 cohort has 35% PP children and our current Year 6 cohort has 44% PP children. | The gap will close between disadvantaged children and non-disadvantaged children by the end of each key stage, including EYFS and phonics. All PP children to make expected or better progress. |
| B | Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases. | Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups. |
| D E | To further increase parental/main carer engagement of our most vulnerable families | To continue to engage parents in our 'Family Thrive' programme, To increase engagement in school events Positive feedback through parent/guardian voice |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| 5. Planned expenditure | | | | | |
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| Academic year | | 2018-19 | | | |
| 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 | | | | | |
| <u>i. Quality of teaching for all</u> | | | | | |
| <u>Desired outcome</u> | <u>Chosen action /approach</u> | <u>What is the evidence and rationale for this choice?</u> | <u>How will you ensure it is implemented well?</u> | <u>Staff lead</u> | <u>Costing</u> |
| To raise the attainment and progress measures of disadvantaged children so that they are in line with their non-disadvantaged peers from similar starting points. | <p>A rigorous NQT programmes to support 3 NQT's</p> <p>Additional teaching staff for ½ term in upper Key Stage 2</p> <p>A basic skill curriculum embedded and consistently taught across school</p> <p>Effective quality feedback-</p> <p>Effective use of data to inform planning and monitor progress- tracking every child from their starting point and provide correct intervention if a child falls behind</p> <p>Quality support with planning from leads on how to 'support and challenge' for maximum impact to all learners</p> | Although the gap between school disadvantaged and nat disadvantaged is in line or better by the end of KS2 with the Nat dis and Nat non-disadvantaged, the gap has widened this year between school non-disadvantaged and school disadvantaged, especially in KS2. | <p>High quality and robust monitoring cycle in place which includes:</p> <p>Quality support for NQT's</p> <p>Regular lesson observations in key areas of learning</p> <p>Regular focussed learning walks - SLT</p> <p>Regular book looks by SLT /key subject leaders/LA advisors</p> <p>Regular in-school/external moderation Cross phase moderation</p> <p>Termly data input and analysis Termly pupil progress meeting</p> <p>Pupil Voice</p> | <p>SLT</p> <p>Num/Lit lead</p> <p>Teaching staff</p> | <p>Specialised Interventions e.g blast,Dyslexia, Speech and Language £43,718</p> <p>Maths/English Specialist time (1 day weekly) £20,998</p> <p>Outdoor Learning Specialist teacher £38,559 (joint funded with school)</p> |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| <u>ii. Targeted support</u> | | | | | |
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| <u>Desired outcome</u> | <u>Chosen action / approach</u> | <u>What is the evidence and rationale for this choice?</u> | <u>How will you ensure it is implemented well?</u> | <u>Staff lead</u> | <u>When will you review implementation?</u> |
| <p>To raise the attainment and progress measures of disadvantaged children so that they are in line with their non-disadvantaged peers from similar starting points.</p> | <p>Targeted intervention programmes e.g 1st class@writing and success@arithmetic by specialist TA's and additional booster sessions/intervention by Teachers</p> <p>Specialist maths/eng lead given additional time per week to support and develop staff across school through quality training opportunities and planning support</p> <p>Additional teachers to strengthen teaching and learning in Upper Key Stage 2 in Autumn 1</p> <p>High quality intervention from Wallsend Partnership, targeting children in upper key stage 2.</p> <p>Thrive embedded across school-training for staff and support to deliver thrive in classrooms</p> | <p>To accelerate attainment /progress, ensuring no child is left behind.</p> <p>EEF toolkit strategies to increase attainment for targeted groups e.g effective feedback, coaching and mentoring for NQT's, collaborative learning, Triad research groups</p> | <p>Regular meetings between lit/hum lead and SLT</p> <p>Ongoing records by key subject leads of their action/support/impact across the year</p> <p>Targeted CPD for individual staff needs (PDC targets) and whole school development areas.</p> <p>Observing interventions through learning walks</p> <p>Monitor the impact of interventions</p> <p>Lesson Observation/Book looks</p> <p>Progress review meetings</p> | <p>SLT</p> <p>subject leads</p> | <p>Wallsend Partnership £5,196</p> <p>Overlap for maternity covers for half term(2 teachers) £9,764</p> <p>Teaching Assistants £38,300</p> <p>1:1 tuition £3,025</p> <p>I-pad class pack £1,905</p> |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| iii. Other approaches | | | | | |
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| <u>Desired outcome</u> | <u>Chosen action / approach</u> | <u>What is the evidence and rationale for this choice?</u> | <u>How will you ensure it is implemented well?</u> | <u>Staff lead</u> | <u>Costing</u> |
| <p>C Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p> <p>DE To further increase parental engagement of our most vulnerable families</p> | <p>Maintain and fully fund our free breakfast club.</p> <p>Dedicated attendance team working with families in a multi-agency approach</p> <p>Family Thrive Thrive lead to be trained in 'family thrive' which will enable her to facilitate family workshops</p> <p>Continue to fully promote all school/class events</p> | <p>Our school has high levels of deprivation for income, health, education and employment.- to ensure vulnerable children are in school daily</p> <p>To increase attendance to raise standards of attainment and progress</p> <p>To reach NA% or above for attendance figures</p> | <p>Parental views and discussions.</p> <p>Monitoring of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Weekly review of attendance.</p> <p>Celebration of attendance weekly with children.</p> <p>Regular review of attendance data, eg termly, disadvantaged pupils, PA.</p> <p>Parental engagement and strive for positive relationships between families and school</p> | All staff | <p>Free Breakfast Club £17,524</p> <p>Parent Liaison and attendance £22,688</p> <p>Thrive -3 staff employed £35,917 (1 staff, school fund 2 extra staff)</p> <p>Extra-curricular clubs/e.g. film club, £5,520</p> |
| | | | | Total Cost | £237,594 |
| | | | | Total PPA Budget | £208,780 |
| | | | | School to fund | £28,814 |
| Review A B C D E Termly | | | | | |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



| 6. Review of expenditure | | | |
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| <u>Previous Academic Year</u> | | | |
| i. Quality of teaching for all/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) |
| End of Key Stage Data to show that the attainment gap has narrowed from 2017 between Disadvantaged and Non-Disadvantaged National | <p>A basic skill curriculum embedded and consistently taught across school</p> <p>Spiral curriculum-an approach to ensure are repeatedly addressed and applied in new learning.</p> <p>Effective quality feedback</p> <p>Effective use data to inform planning and monitor progress/identify intervention needs</p> | <p>“In recent years, the progress made by disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities has been rapid so that gaps in attainment at the end of key stage 2 have narrowed sharply.” OFSTED JAN 18</p> <p>Progress and attainment in EYFS is above their non-disadvantaged peers. School Dis GLD 73.3%, which is +1.5% to that of National non-disadvantaged children</p> <p>Phonics- disadvantaged cohort of 23 children is 68%. However, the constant cohort attainment is 89% which is 4% above NA for Non-disadvantaged (85%)</p> <p>In KS1 the attainment in all subjects is higher than Nat Dis, however, lower than Nat Non-Dis.</p> <p>Y6 cohort had 63% PP and 23% SEND. The gap between school disadvantaged and non-disadvantaged Nationally is wider than last year. School non-disadvantaged this year performed better than national non disadvantaged children. Although the data shows attainment at the end of KS2 is R 65%, W 62% and M 56%, the constant cohort has attainment of 81%, 81% and 73%</p> | <p>We will continue to provide additional staffing and interventions.</p> <p>Teaching, Learning and Assessment has been recognised as having excellent impact by Ofsted during last academic year. Although the attainment data was not as high as we would like, the constant cohort data is far stronger. We believe the strategies work and SLT will continue to drive standards for all learners.</p> |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



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| <p>Low attaining PP children will make expected progress relative to their different starting point</p> | <p>Continue to implement targeted booster sessions across all phases</p> <p>Fully fund level 3 teaching assistants to continue to deliver targeted intervention programs across KS2 such as First Class @ Writing and Success @ Arithmetic.</p> <p>Maintain the additional level 3 teaching assistant to support teaching and learning in our current Year 1 class, providing additional support for literacy and numeracy sessions as well as delivering targeted intervention programs within KS1.</p> <p>Tracking children from starting points</p> | <p>At the beginning of reception no child was ARE in all learning areas for GLD, However, by the end of reception, 73% of children achieved GLD (an increase of 16% in 2 years)</p> <p>Year 1 phonics % of PP children has increased 5% in the last two years. However, we can show very strong progress for disadvantaged learners</p> <p>In Y2, in reading, 89% made expected or better progress, writing 89% made expected or better and in maths 86% made expected or better progress.</p> <p>At the end of year 6, progress measures were R -0.14, W-1.91, M -1.69. However, progress for the constant cohort is R, +1.68 and M +0.47</p> | <p>The tracking system in which pupils are tracked from their starting points is now embedded and pupil progress is reviewed termly and appropriate intervention is in place.</p> <p>Strategies are working and having additional staff to lead interventions and support in class is having a positive impact on our disadvantaged learners. Y6 had 63% PP and were quite a complex cohort. We do believe the strategies we invest in are highly effective.</p> |
| <p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p> | <p>Maintain and fully fund our free breakfast club.</p> <p>Dedicated attendance team working with families in a multi-agency approach</p> | <p>The breakfast club continues to be very well attended with over 150 children often attending in one morning.</p> <p>Attendance has and will continue to remain high priority,, unfortunately, 15.4% FSM6 are PA overall absence for FSM6 is 5.6% which is almost in line with the previous year's National figures for FSM6 (5.4%) which is still too high and impacting negatively on children's learning.</p> | <p>The strategies in place do work as we believe there would be a greater numbers of absences if they were not in place.</p> |
| <p>ii. Other approaches</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> |

S.M.P.S

Pupil Premium Strategy Statement 2018-19



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| <p>To further increase parental engagement of our most vulnerable families</p> | <p>Family Thrive Thrive lead to be trained in 'family thrive' which will enable her to facilitate family workshops</p> | <p>75% of parents who engaged in family thrive were disadvantaged families Very positive comments have been made by parents about their children's progress - disadvantaged families engaging with school and taking note of their child's progress</p> | <p>We have seen a real success in some of children's achievements due to the relationship between our thrive practitioner and the parents of these children. Behaviours and attitudes have significantly improved. Family thrive is definitely having a positive impact and we are excited for it to continue to develop during this academic year.</p> |
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S.M.P.S

Pupil Premium Strategy Statement 2018-19



Some examples of Current Intervention that PP children can access

Breakfast Club

Thrive

Lego Therapy

Blast

Speech and Language programmes

Time to talk

Early talk Boost

Language for thinking

Pirate Writing Crew

Firstclass@number

Success@Arithmetic

Immediate intervention/Booster classes

Precision teaching

Reading for understanding

Inference Intervention

Narrative