



Learning Together to Achieve our Best

Stonesfield Primary School

Pupil premium strategy statement: Stonesfield Primary School 2017-18

Pupil Premium Funding 2017-18

The pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups. £1,320 for children entitled to FSM or 'ever 6' children; £1,900 for 'Looked after Children and for children 'adopted from care', £300 for children from service families.

1. Summary information					
School	Stonesfield Primary School				
Academic Year	2017/18	Total PP budget	£13,500	Date of most recent PP Review	n/a
Total number of pupils	122	Number of pupils eligible for PP	11	Date for next internal review of this strategy	January 2018
2. Current attainment					
<i>Year 6 2017 cohort of 4 pupils</i>			<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>National average for all pupils</i>
% at or above expected reading			50	nya	71
% at or above expected in writing			75	nya	76
% at or above expected in maths			75	nya	75
% at or above expected in reading, writing and maths			50	nya	61
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>					
A.	Confidence in maths, application of taught concepts in test situations, mental calculation – quick recall of number facts, problem solving.				
B.	Reading comprehension, responses to questions during assessments. Written responses to questions during assessments, Inference and deduction, limited exposure to different text types.				



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C.	Structure and organisation of writing, Spag – basic skills are not yet embedded – basic sentence structure, spelling, extended writing, output of written work.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Inequality of opportunities outside of school	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment and progress in maths across the school - especially for girls.	Pupils eligible for PP in all year groups make at least expected progress and greater % reach expected by the end of the year
B.	Improve levels of parental engagement and improve the attendance of pupil premium pupils.	Greater % of PP children reach expected in all areas in all year groups
C.	Ensure that progress in writing and reading is maintained across the school.	Greater % of PP children reach expected in reading and writing in all year groups
D.	Ensure that all children have equal access to the curriculum.	All children participate in all activities including extra-curricular activities
E.	Improve attendance for pupil premium pupils.	Improve attendance for pupil premium pupils.



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5. Planned expenditure					
Academic year	2017/18				
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?
Raise attainment and progress in maths	Use lesson study approach for teachers to develop maths mastery skills Develop CPA approach in school	Recommended by Oxfordshire Primary Support team maths consultant and partnership schools based on impact assessments.	Primary Support team maths consultant to support lesson study for all teachers and impact monitored by SLT and governors.	BB	Spring term 4
Ensure that progress in writing and reading is maintained across the school	Review of teaching of comprehension skills across the school. Training for new approaches to teaching of reading – reciprocal reading and DERIC.	EEF (Education Endowment Fund) research has found that on average, reading comprehension approaches improve learning by an additional 5 months progress. Partnership schools have trialled DERIC last year and report improved attainment and progress in reading. Our SENCo recommends reciprocal reading as a tried and tested intervention.	Planned quality training Teaching and impact monitored by SLT and governors.	MR SS	Spring term 4



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Parental engagement	Audit of current practice, including new format Parent Questionnaire and parent governor forum to harvest views. BB to develop action plan. Research effective strategies including partnership schools.	EEF (Education Endowment Fund) research has found that improving parental engagement can improve progress by 3 months in a year.	Impact monitored by SLT and governors including through parent questionnaire and parent governor forums.	BB	End of autumn term
Total budgeted cost					£4,000



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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?
Ensure that progress in writing and reading is maintained across the school	Small group interventions for PP children who are underachieving, including Project Code & Project X, 1st Class @Writing, daily reading and volunteer reader scheme.	Reading interventions in school and early identification of need has ensured that children make good progress in reading in school [SATS 201 72% made expected or above against National 71%].	Ensure that staff [and volunteers] delivering the interventions are fully trained and progress monitored by SENCo	MR	Review termly and at end of year.
Raise attainment and progress in maths	Small group teacher tuition for children to support maths class teaching in year 6. 1:1 teacher tuition for	Small group and 1:1 tuition from a teacher has high impact on pupil progress – evidence from previous interventions in school.	SENCo and HT delivering and monitoring impact termly. SS guiding content and monitoring progress.	MR and FM	Review termly and at end of year.



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A. Raise attainment and progress in maths, reading and writing	Booster after school tuition for year 6 pupils carefully targeted according to need.	Booster teaching after school gives children confidence to tackle tests without disrupting curriculum time.	SS coordinating teachers on Wednesday and providing resources and monitoring progress.	SS	Review termly and at end of year.
Total budgeted cost					£5850
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?
A. Ensure that all children have equal access to the curriculum	Fund PP children to participate in visits, residential trips, school swimming and after school clubs	We are committed to providing equal opportunities for all our pupils and there is plenty of research which shows that children benefit from a rich range of experiences in and out of school. Our charging policy and Equal Opportunities Policy reflect this.	All teachers are aware of their PP pupils and with the SLT ensure that they are offered opportunities to join all residential and trips and any after school clubs with subsidy where required.	BB	Review end of year. £1,000
	In class TA support quality first teaching EYFS – 6 [2 hours weekly per class]	Education Endowment Fund research 2015 key finding was that TAs help ease teacher workload and stress, reduce classroom disruption and allow teachers more time to teach. Much research indicates that	SLT deploy staff according to need throughout the year responding to pupils needs.	MR	Review end of year. £3,600



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		s the use of well-trained TAs providing carefully targeted support for pupils to develop independence raises achievement.			
Total budgeted cost					£4,600
Overall Total Projected Expenditure for Academic Year 2017-2018					£14,450



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6. Review of expenditure 2016-2017				
Previous Academic Year 2016-2017				
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)	Cost



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<p>Raise attainment and progress in maths</p>	<p>Training for staff in use of the Bar model, mathematical reasoning, CPA (concrete, pictorial, abstract) maths mastery approach.</p> <p>Explore mastery approach in math</p> <p>1stclass@number/success@ arithmetic small group maths intervention for KS2</p>	<p>Overall 83% of pupils made expected progress in maths (2 didn't) although only 50% of non-mobile children are at expected standard which is an increase of 7% from entry.</p> <p>This did not happen due to no suitable TA available to train. It was replaced by small group teaching by SENCo.</p>	<p>We are committed to continuing with this approach to embed it in the school.</p> <p>We will continue to use the SENCo for support rather than embark on TA training at this point</p>	<p>£2000</p>
<p>ii. Targeted support</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>	<p>Cost</p>



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<p>Ensure that progress in writing and reading is maintained across the school</p>	<p>Small group interventions for PP children who are underachieving, including Project Code & X, 1st Class @Writing, daily reading and volunteer reader scheme.</p>	<p>% of non-mobile PP children at or above expected increased in reading and writing</p> <p>1st Class @Writing Daily reading TA Project X TA delivery</p>	<p>These groups are most successful when they are focused and tailored to individual needs. We will continue with them all as appropriate.</p>	<p>£1250 £2000 £2000</p>
<p>Raise attainment and progress in maths</p>	<p>Small group teacher tuition for children to support maths class teaching in year 6.</p> <p>1:1 teacher tuition for booster after school tuition for year 6 pupils carefully targeted according to need.</p>	<p>Overall 83% of pupils made expected progress in maths (2 didn't) although only 50% of non-mobile children are at expected standard which is an increase of 7% from entry.</p>	<p>Although 1 y6 pupil didn't reach expected her confidence and attitude in maths improved and we will continue this approach.</p>	<p>£3,000</p>
<p>iii. 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>	<p>Cost</p>



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November 2017