

King's Stanley Primary School
Pupil Premium Strategy: 2018-2019

Outcomes		
Desired Outcomes and how they are measured		Success Criteria
1	Increase the progress of maths for disadvantaged pupils to be in line with the national data for non-disadvantaged pupils at KS1 and KS2	Progress in maths will be in line or above national non-disadvantaged pupils.
2	Improve the number of children achieving the higher standard in reading, writing and maths	The number of disadvantaged pupils achieving the higher standard in reading, writing and maths combined increases.
3	Increase the attendance of the minority of disadvantaged pupils.	Increased attendance of disadvantaged pupils.
External Barriers	Disadvantaged pupils can have access to the same opportunities that non- disadvantaged pupils have.	Disadvantaged pupils to access the same opportunities as non-disadvantaged pupils.

A. Success criteria:

To diminish the difference between the attainment and progress of disadvantaged and non-disadvantaged children in Maths Reading and English.

***Disadvantaged children will be prioritised for the provision outlined below.**

Key Stage 2 Disadvantaged Data for 2018/19

	Reading	Writing	Maths
Progress Score for disadvantaged pupils	5.11	2.56	1.56
Number of disadvantaged pupils	7	7	7
National average for non-disadvantaged pupils	0.32	0.27	0.37

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Prior attainment of disadvantaged pupils – 3 year trend

	2017		2018		2019	
Groups	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	26	5	23	4	24	7
Prior attainment (based on key stage 1 average point score)	17.46	16.40	16.93	19.50	16.15	16.21

B. Success criteria:

To remove, wherever possible, any barriers to learning and create an environment where children are confident and happy and are eager to make a positive contribution to British society.

To close the attainment gap between disadvantaged and non-disadvantaged children in Maths, Reading and English.

***Disadvantaged children will be prioritised for the provision outlined below.**

Maths

Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation
Numeracy training for key members of staff.	£500	In order to enable our PP children to have a better conceptual understanding of Maths, we needed to provide an intervention (beyond the classroom) to support them.	To develop key members of staff with training to enable the school to deliver high quality Maths teaching and intervention.	Maths SL SLT Maths SL and trained TAs to	Targeted PP children make at least good progress in	TAs working with focussed children – pre-teaching mathematical concepts. SAS training for all staff (Stroud

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<p>One to one tuition in Maths (Catch-Up Numeracy). Intervention support.</p>	<p>£1500</p>	<p>75% of disadvantaged children achieving expected and 25% achieving greater depth within end of KS2 results.</p>	<p>To provide effective 1:1 Maths support in order to raise the attainment of children who are significantly below ARE thus diminishing the difference between their attainment and EXS. (Prior to the end of the KS)</p>	<p>capture pre/post and ongoing assessment and feedback to SLT SL to monitor quality of the intervention. Monitor points progress each term.</p>	<p>Maths (moving closer to ARE or closer to GRD)</p>	<p>Association Schools)</p>
<p>New Maths scheme (White Rose) to support mastery teaching in maths.</p>	<p>£250</p>		<p>Focused intervention to address gaps in learning. To develop all staff members and to support the consistent teaching throughout the school.</p>			<p>Training given by TD to all staff Resources purchased from White Rose</p>
<p>Additional high quality teaching to support within classes during lessons to reduce the adult / child ratio and to raise attainment</p>	<p>£8,000</p>	<p>Funding TA support in the classroom frees up the teacher to support a wider range of ability PP children within the classroom on a more regular basis. Therefore, providing quality first teaching to more children on a smaller teacher to child ratio. Our TA staffing not</p>	<p>To increase the number of children reaching EXS or above in Maths. To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need.</p>	<p>Class teachers SLT SL SLT/SL to carry out data analysis to track attainment / progress</p>	<p>Children make good progress in Maths. More children at EXS or above.</p>	<p>Extra high quality teaching to support within the afternoons. Intervention groups within KS1 TA employed in the afternoons to manage the HUB.</p>

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Lunchtime club to support children with their Maths homework	£390	We recognise that some of our PP children struggle to complete their homework at home due to chaotic / complicated life styles, so we provide an opportunity for them to do it at school (with support). EEF Toolkit states an impact of just 2 months at Primary (5 months at Secondary) but we feel that it enables our children to take responsibility for their learning, engage with our school and our expectations and helps them become life-long learners and 'Secondary ready'.	To ensure that all children have the same opportunities to meet our school expectations and so maximise their learning opportunities.	SLT/SL TA to take register of who supporting and feedback to SLT/SL. One off 'snap shots' of homework completion to be undertaken every even term to assess how many children are undertaking their homework.	Children engaged with their learning. Raised Maths standards.	Mrs Millward paid each lunchtime to develop 'Well Being' club and resources purchased. Homework clubs set up once a week – member of staff to support learning
Purchase of additional resources to support interventions and work in lessons	£1,820	To develop our children's conceptual understanding by supporting them with the concrete before moving on to the abstract. This approach supports the T and L as we start to explore and develop a mastery approach to learning in Maths within our school. Resource EYFS and KS1 – lack of apparatus to support learning conceptually.	To ensure that children have the high quality resources needed to support their learning.	SLT/SL SL/SLT to carry out monitoring of use of manipulatives to support learning within all year groups.	Children make good progress in Maths. More children at EXS or above.	A variety of apparatus bought throughout the school. TD organised a maths audit which resulted in a variety of mathematical resources being purchased and shared within all classrooms. Concrete resources

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English and Reading						
Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation
Guided Reading training for key members of staff.	£100	In order to enable our PP children to make at least expected progress in reading at the end of KS1 and KS2. To provide an intervention (beyond the classroom) to support them to achieve greater depth.	To develop key members of staff with training to enable the school to deliver high quality guided reading activities within the classroom and intervention groups.	Reading Reading SL and trained TAs to capture pre/post activities and ongoing assessment and feedback to SLT SL to monitor quality of the intervention. Internal tracking of disadvantaged pupils progress	Targeted PP children make good progress in Reading (moving closer to ARE or closer to GRD)	TRAINING SUPPLIED Staff training – Inset Day TA training to use VIPERS when supporting children. Training of phonics – all staff. To ensure a consistent approach to the teaching of phonics. New books purchased throughout the school. Additional teacher employed to teach groups of children in upper KS2
High quality tuition in Reading (Point, Evidence and Explanation). Targeted intervention in Upper KS2	£3000	100% of disadvantaged children achieving expected and 50% achieving greater depth within end of KS2 results.	To provide effective 1:1 Reading support in order to raise the attainment of children who achieve expected to greater depth.			
Review whole school Reading resources (including - Pobble) to support mastery teaching in guided reading.	£1000	Introduce VIPERS and Pobble resources across the school	To develop all staff members and to support the consistent teaching throughout the school.			

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<p>Review and develop the teaching of Phonic in EYFS and KS1.</p>	<p>£800</p>	<p>2017 showed a dip in pupils attaining the phonics screen.</p> <p>Internal assessments supports this in Y1</p>	<p>Develop support for phonics of vulnerable pupils. TA to run small group phonic sessions.</p> <p>Reading daily for targeted pupils.</p> <p>To prepare the younger children for to basic reading and writing at the start of Y1</p> <p>To visit other schools to look at best practice to enhance teaching and learning of phonic.</p> <p>Work with local Glos Leader to support school phonic teaching</p>	<p>Writing SL and trained TAs to capture pre/post activities and ongoing assessment and feedback to SLT SL to monitor quality of the intervention.</p> <p>Internal tracking of disadvantaged pupils progress</p>	<p>Targeted PP children make good progress in Writing (moving closer to ARE or closer to GRD)</p>	<p>Phonetically matched books purchased for EYFS and KS1</p> <p>Resources purchased to help children with phonics phases/phonic mats for all EYFS classrooms/KS1 and Y3 and Y4 classrooms.</p>
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<i>Equal opportunities</i>						
Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation
To employ a Family Support Worker.	£1600	Many of our PP children and their families have complex and challenging life styles and needs. We believe it is important that our children are provided with the opportunity to offload any worries/concerns/anxieties with a member of staff who is trained to support them and is not part of the teaching team. An adult that can reassure them and provide them with strategies to deal with the demands of life. This is part of our program of support to help remove some of the children's barrier to learning.	To support children identified as needing additional emotional support. To improve children's confidence, self-esteem, self-belief and attitude to learning by removing any barriers to learning.	Pupil Premium Leads (PPL) Pupil conferencing	Raise self-esteem, confidence and attitude to learning. Removal of barriers to learning.	Mrs Young employed (Family Support Worker)
To employ a specialist HLTA to work with vulnerable PP children. To employ a TA to run and manage 'The Hub' each afternoon.	£1000 £2000	Many of our PP children's learning is impaired by their emotional and social development . We believe it is important that our children are provided with the opportunity to work with a professional member of staff who is trained to support them and is not part of the teaching team.	To support those PP children identified as needing additional emotional and social support.	Pupil Premium Leads (PPL) Pupil conferencing	Raise self-esteem, confidence and attitude to learning. Improved engagement in learning.	HLTA employed to support social and emotional development at lunchtimes. TA employed to manage The Hub each afternoon.

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Ensure Disadvantaged pupils can have access to the same opportunities that non-disadvantaged pupils have.	7 x £150 £1,050	We have high expectations of our children and want them to have aspirations about what they can achieve. Therefore, we want our PP children to be able to experience the same opportunities as their peers so that they have the same life chances.	To allow all disadvantaged pupils to access the residential no matter what financial background they have. Residential Subsidy- Y6 PGL	SLT	Raise aspirations of children and parents. Removal of barriers to learning, wherever possible.	Holiday Clubs Subsidise PP children with PGL
	£300		To allow disadvantaged pupils the same access to extra-curricular activities. Support disadvantaged parents/careers to pay for Kingfishers After School Club Fees	SLT	Raise aspirations of children and parents. Removal of barriers to learning, wherever possible.	To access the before and after club
	£450		To allow disadvantaged pupils the same access to extra-curricular activities. Music lessons	SLT	Raise aspirations of children and parents. Removal of barriers to learning, wherever possible.	Pay for PP children with the Rock Steady Music company
Extra Provision during COVID Lockdown.	£320	Staff to make home visits to maintain communication with parents and children. E.g. delivering resources for home learning.	To maintain regular communication and ensure all children were able to access remote learning.	SLT/DSL	Raise aspirations of children and parents. Removal of barriers to learning, wherever possible.	All children had access to remote learning.
	£150 X 3	To allow disadvantaged pupils to access holiday clubs – Atlas Camp	To allow disadvantaged pupils the same access to extra-curricular activities.	SLT	To enable opportunities for all.	Pay for some PP children to attend Atlas Camp
	£90	Whole school email system set up for staff to send home learning to all children and have a communication platform with parents.	To enable staff to use a platform to send learning remotely to all children	SLT	To enable opportunities for all.	All children had access to remote learning. Regular communication with children.
	£250	Questionnaire – evaluation of whether all pupil premium children were able to access the internet to complete online remote learning. Children who	To assess how many disadvantaged children were unable to access online learning.	SLT	To enable opportunities for all.	Alternative ways of delivery remote learning to disadvantaged children.

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		were unable to access it, were provided with bespoke printed out resources.				
		Regular weekly DSL meetings were arranged to discuss the well-being of disadvantaged children. Parents of these children were rung on a regular basis.	To monitor to well-being of disadvantaged children	FSW/SENCO/SLT	To maintain the well-being of all disadvantaged children and families.	All families of disadvantaged children were supported in a variety of ways: advice, foodbank, food vouchers...

	KSPS Disadvantaged	KSPS Non- Disadvantaged	KSPS All pupils	National Average	National Average Disadvantaged	National Average Non Disadvantaged
Reading Expected Standard +	78%	92%	85%	71%	60%	77%
Reading Greater Depth	11%	31%	21%	25%		29%
Reading Scaled Score	103.1	107.7	105.3	104.1	101.4	105.4
Reading Progress Score	-0.5	3.0	1.1	0	-0.3	0.3
Writing Expected Standard +	67%	81%	74%	76%	66%	81%
Writing Greater Depth	19%	23%	21%	18%		21%
Writing Progress Score	-1.2	0.4	-0.4	0	-0.8	0.2
Maths Expected Standard +	70%	85%	77%	75%	63%	80%

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Maths Greater Depth	22%	27%	25%	23%		27%
Maths Scaled Score	102.8	106.4	104.5	104.2	101.1	105.3
Maths Progress Score	-0.8	1.4	0.2	0	0.6	0.3
RWM Expected Standard +	63%	81%	70%	61%	48%	67%
RWM Greater Depth	4%	8%	6%	9%	4%	11%

Summary Information				
School	King's Stanley Primary School			
Academic Year	2018/19	Total PP Budget	£23,760.00 Money spent: £24,871 (PP Funding: £23,760.00) (School Funds: £1,111.00)	Date of most recent PP Review 2018
Total Number of Pupils	208	Number of pupils eligible for PP	18	Date for next internal review of this strategy 2019