

Stoke St Michael Primary School Pupil Premium Strategy

1. Summary information					
School	Stoke St Michael Primary				
Academic Year	2019-20	Total PP budget	£11200	Date of most recent PP Review	Jan 2018
Total number of pupils	51	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Jan 2019

2. Current attainment End of Year 6 2018-19		
	Disadvantaged	Non disadvantaged
% at ARE in reading, writing and maths	40	68
% at ARE in reading	62	80
% at ARE in writing	61	73
% at ARE in maths	64	76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	PP children’s language delay and their limited vocabulary impacts significantly on their ability to access the curriculum. This applies to the majority of our PP children due to their lack of pre-school experiences. These children also lack basic skills like counting and knowledge of letter formation and are less ready for learning than their non PP peers.	
B.	PP pupils frequently demonstrate a lack of self-confidence and can lack independent learning skills and concentration on occasion. Pupils need a higher profile in the school in order to develop confidence and self-esteem.	
C.	Lack of enriching and quality cultural experiences affects learning across all subject areas: pupils need increased access to high quality out of school experiences – impacts on the vast majority of PPG pupils and contrasts with their non PP peers who generally have full and varied life experiences.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Sleep deprivation, hunger, poor attendance and punctuality and limited parental engagement for PPG pupils when compared to non PP pupils.	
E.	Some of our pupils’ homes are overcrowded so that it is challenging to find work space for homework and there is limited or no access to books.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Disadvantaged pupils receive additional support from school and make at least good or better progress in the core subjects. Increased % of pupils at ARE and those making at least good progress across EYFS, KS1 and KS2. Measured by: Regular tracking through conferencing and teacher monitoring. Internal data will show that accelerated progress is being made which will diminish the difference between these pupils and their peers	Additional support is in place in order that pupils make at least good or better progress in the core subjects. Evidence of individual pupil feedback (oral and recorded in books) shows that misconceptions are being systematically and regularly addressed. Children benefit from opportunities to practise and improve through personalised learning experiences. School progress scores will increase so that they are at least in line with national scores for ‘all’ children.
B.	PP experience Improved self-confidence and improved independent learning skills. Measured by: Teacher/TA feedback and by records of pupil participation and successes e.g. Celebration Assemblies	Disadvantaged pupils have a higher profile in the school in order to raise their self – confidence. records show that disadvantaged pupils are well represented across the year’s Assemblies. Their parents are invited to attend thereby increasing parental engagement. t disadvantaged pupils are participating in enriching activities.
C.	The attendance and punctuality for PP pupils is improved when compared to non PP pupils. Measured by: Attendance data and monitoring of registers	Improve attendance and punctuality of disadvantaged pupils. Diminish the difference in attendance and punctuality between our PP pupils and Non PP pupils. Offer parental support, guidance and advice. Jigsaw PHSE lessons focus on healthy living and the importance of sleep.
D.	Pupils have increased access to quality cultural experiences and learning is enhanced across all subject areas. Measured by: Qualitative evidence from staff .	Cultural capital of disadvantaged pupils is developed through access to wider opportunities and experiences. School camp residential visits are accessed by all disadvantaged pupils (who wish to attend).
E.	Children’s language development delay is addressed, their knowledge and skills and lack of a well-developed vocabulary is overcome. Immerse children in word – rich classrooms that have a focus on vocabulary development so that children have an impressive word hoard. Measured by: Book scrutinies show that children are taking risks with their word choices and reading comprehension scores improve.	The development of Oracy skills in lessons and assemblies. Pupils use a wider range of vocabulary and language in their recorded work – evidence to be found in work samples during Book Looks. Lesson observations focus on pupils’ language acquisition across a range of subjects. Evidence shows that teachers employ explicit use of subject specific language and modelling for pupils.

5. Planned expenditure					
Academic year	2019/20				
The table below enables schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A. Disadvantaged pupils receive additional support from school and make at least good or better progress in the core subjects. Increased % of pupils at ARE and those making at least good progress across EYFS, KS1 and KS2.	Continue to improve quality first teaching with personalised learning / carefully differentiated tasks. Feedback shows that misconceptions are being addressed by class teachers and by TAs.	Evidence shows that our PP pupils do not achieve as well or make the progress of our non PP pupils. Misconceptions persist and are possibly compounded as pupils travel through the school.	QFT will continue to improve across the school with staff feedback to pupils (evidence in books) demonstrating that misconceptions are being addressed regularly with records maintained in books. Pupils are able to articulate the positive impact this is having on their progress with their teachers	SLT	Termly
B. PP experience Improved self-confidence and improved independent learning skills.	Raise profile, engagement, ownership sense of agency of Disadvantaged pupils in the school in order to raise their self-confidence. records show that disadvantaged pupils are well represented across the year's Assemblies. Their parents are invited to attend thereby increasing parental engagement. Ensure disadvantaged pupils are participating in enriching activities.	PP pupils frequently demonstrate a lack of self-confidence and can lack independent learning skills and concentration on occasion. Pupils need a higher profile in the school in order to develop confidence and self-esteem.	Profile, engagement, ownership sense of agency of Disadvantaged pupils in the school enhanced. Increase in disadvantaged pupils participating in enriching activities.	SLT/Subject leads	Termly
C. The attendance and punctuality for PP pupils is improved when compared to non PP pupils.	Address attendance issues and punctuality through regular monitoring and tracking.	PPG pupil's attendance is lower than their non PP peers. It is essential that children attend school regularly e.g. 90%+	Monitor attendance and ensure parents are provided with guidance and support. Regular phone calls home challenge parental reasons for children's absence	SLT/Admin Staff/Teachers	Weekly
D. Pupils have increased access to quality cultural experiences and learning is enhanced across all subject areas.	Access to school camps, trips, school clubs etc. and wider cultural opportunities.	Our knowledge of our pupils' home lives indicates that pupils do not access opportunities for cultural experiences. We need to endeavour to provide equality of access for all pupils	SLT and Teachers ensure PP take up opportunities and access cultural events.	SLT/Teachers /Admin Staff	Term3 and 6

<p>E. Children's language development delay is addressed, their knowledge and skills and lack of a well-developed vocabulary is overcome. Immerse children in word – rich classrooms that have a focus on vocabulary development so that children have an impressive word hoard.</p>	<p>Making the hidden process of vocabulary development visible by immersing children in word rich classrooms. Etymology and morphology are an integral part of how we communicate the academic language of school so that children have the requisite tools to grow their vocabulary and have 'word depth'. staff ensure that PP children take library books home for the holidays.</p>	<p>Some pupils on entry have extremely low levels of language and the gap typically widens as they progress through the school (Lack of pre-school experience 10 children out of 60 in the EYFS had limited or no pre-school experience) Reading comprehension tests results show that PPG children struggle when reading more challenging texts with complex and abstract words and those that are dense with information. In general PPG children seldom read for pleasure.</p>	<p>Monitoring of classroom practice through Lesson Observations. Teachers highlight the use of rich vocabulary in discussions focused on the books. EYFS focus on language development. language rich environment. EYFS Team Leader reports on the progress that children make within the developmental bands to the SLT. Monitor PP children's reading books for pleasure.</p>	<p>SLT and Teachers</p>	<p>Termly</p>
Total budgeted cost					<p>£11200</p>

6. Review of expenditure			
Previous Academic Year	2018/19		
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)
<p>Allowing child to access curriculum through varied approaches and 1:1 support</p>	<p>In class support</p>	<p>Staff enabled to work with children in small group situations in order to focus teaching upon needs. Particular support enabling child with emotional difficulties to stay in class.</p>	<p>Need greater focus on pre-teaching and addressing misconceptions</p>
<p>1:1 support for 1 Pupil Premium Pupil with complex needs</p>	<p>SEND support</p>	<p>Pupil Premium child with complex needs better accessing the curriculum</p>	<p>Continue</p>
<p>Allowing full participation in trips and residential.</p>	<p>Support for trips and visits</p>	<p>Children able to attend residential trip with peers</p>	<p>Continue</p>
<p>Children gaining social skills and personal confidence</p>	<p>ELSA training</p>	<p>Children gaining social skills and personal confidence. Provide Social and emotional needs support for our children across the federation.</p>	<p>Train new ELSA to replace ELSA</p>