

Staynor Hall Primary Academy Pupil Premium Strategy Statement 2018-2019

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Staynor Hall, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

1. SUMMARY INFORMATION			
School	Staynor Hall Community Primary Academy	Total PP Budget	£28,996
Academic Year	2018-2019	Number of children Eligible for PP	Currently 26 children in receipt of PP funding.
Total Number of children	249 (including nursery/TS)	Date of internal PP Review	27/09/2018

GLD(Cohort of 32 children)				
School	PP	Non-PP	National Gap	School Gap
87%	100%	87%	16.9	+13%

1. Current attainment Key Stage 1 (2018 end of KS data)				
	<i>Disadvantaged School</i>	<i>Non-disadvantaged school</i>	<i>Overall Gap</i>	<i>National Gap</i>
% achieving standard in reading	67	80	13	16.4
% achieving standard in writing	67	80	13	18.4
% achieving standard in maths	67	85	18	16.8

1. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (<i>issues to be addressed in school</i>)			
A.	To raise attainment for all PP children to ensure it is in line with national for reading and writing in KS1 and KS2.		
B.	To focus specifically on provision for higher percentage of PPG children in Year 5 and 6		
C.	Further develop provision for the SEMH needs of our PPG pupils.		
D.	To improve the attendance of PPG children		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	To increase the range of services & extra curricular activities available to support the wellbeing of PPG parents and pupils.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>IMPACT JULY 2019</i>
A.	Quality of Teaching, Learning and Assessment To improve attainment and progress for PPG children to ensure:	Assessment data showing progress in line with non PP and a higher percentage meeting age related	% of PP children at ARE and beyond in reading has risen from 31% in July 2018 to 56% in July 2019. % of PP children at ARE and beyond in writing has risen from 31% in July 2018 to 62% in July 2019.

	<ul style="list-style-type: none"> • A higher percentage are at ARE in RWM at the end of 18/19 • It is in line with national for RWM in end of KS1 and KS2 Statutory assessments <p>Quality of Teaching, Learning and Assessment To increase the quality provision for the large amount of 'in year' admission pupil premium children, especially in Year 5/6</p>	expectations and Greater Depth in Reading, Writing and Maths	<p>% of PP children at ARE and beyond has risen from 44% in July 2018 to 62% in July 2019.</p> <p>At the end of KS1 the combined Reading , Writing and Maths results showed that 100% of PP children met the standard compared to 60% of non PP children</p> <p>At the end of Key Stage 2 the combined Reading, Maths scaled score was 104.6 for PP pupils and 104.1 of non PP pupils.</p>
B	<p>Personal Development, Behaviour and Welfare To increase the range of services and experiences available to support the SEMH needs of PPG pupils</p>	<p>Audit of emotional and emerging mental health issues shows all children are receiving the appropriate intervention and support from the inclusion and wellbeing team</p> <p>Case studies will show impact of provision</p>	<p>Pupil support Team provision mapping shows the extent and impact of the provision and interventions provided.</p>
C	<p>Personal Development, Behaviour and Welfare Attendance of PPG pupil will increase with strengthened engagement through family support</p>	<p>The % of Persistently Absent Pupils who are eligible for the grant is reduced. Increase the % of families (pupils) eligible for the grant who engage with the school Pupil Support Team so that the basic needs are met. Consistently monitor and track attendance</p>	<p>In 2017-2018 there were 11 families who were monitored for Persistent Absence.</p> <p>In 2018-2019 there were 8 families who were monitored for Persistent Absence.</p> <p>The Pupil Support Team engaged with 14 families this is an increase on last years 9 families.</p>
D	<p>To increase the range of services & extra curricular activities available to support the wellbeing of PP parents and pupils, both internal and through supporting families to access Early Help through CSC.</p>	<p>The percentage of PPG children and families engaging in a wider range of services will increase</p>	<p>14 families engaged with Pupil Support Services with a further 9 being referred to additional services ie Compass Buzz or Early Help.</p>

2. Planned expenditure						
Academic year		2018-2019				
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?	IMPACT JULY 19
<p>A-Quality of Teaching, Learning and Assessment</p> <p>To raise attainment for all PP children to ensure it is in line with national for reading and writing.</p>	<p>Employ additional AT support in order to provide small group work with an experienced teacher focussed on overcoming gaps in learning. 1-1 support.</p> <p>School to be involved in 'Reading for Real project', initially focusing on Comprehension strategies in Year 5 to be rolled out into other year groups during the year.</p> <p>Whole school development of 'Reading Culture'</p> <p>Lunchtime Reading Club targeted towards PPG children</p> <p>Additional reading and writing teaching and learning opportunities provided through pre-school boosters in Year 5 and 6 with the Teachers/ATs</p>	<p>At the end of Key Stage 1 44% PP achieved the expected standard in RW compared to 80% non PP</p> <p>In KS2, end of 17/18 internal tracking data showed that 57.9% of PP children were at ARE in R</p> <p>In KS2, end of 17/18 internal tracking data shows that 52% of PP children are at ARE in W</p> <p>In KS2, internal tracking data showed that 57.9% of PP children are at ARE</p> <p>Small group interventions with high quality staff have been shown to be effective,</p>	<p>The PST and SLT will work closely together to monitor data and agree an intervention plan. This will be monitored regularly and revised in-line with impact and new need. Children will be discussed individually with their teacher at PPM in week 10 and provision maps will be amended in line with discussions</p> <p>Seek external validation of quality of T&L from ESIT and Nikki Gamble (lead of Reading for Real)</p> <p>The pupil support team and specialist intervention TA will provide support and interventions for PP, in addition to in-class support. These may be academic, pastoral or involve supporting the whole family.</p>	TJ DC	<p>The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.</p>	<p>% of PP children at ARE and beyond has risen from 44% in July 2018 to 62% in July 2019.</p> <p>At the end of KS1 the combined Reading , Writing and Maths results showed that 100% of PP children met the standard compared to 60% of non PP children</p> <p>At the end of Key Stage 2 the combined Reading, Maths scaled score was 104.6 for PP pupils and 104.1 of non PP pupils.</p> <p>Reading for Real improved reading outcomes for Year 5 by 31%. 85.2% of year 5 pupils made at least expected progress with</p>

	<p>Mighty Writer resource used in KS1 and KS2.</p> <p>Staff received Mighty Writer training from literacy academy specialist.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations.</p> <p>SENCo bought in for additional days to ensure additional release time to plan and implement targeted support and monitor impact along with PST.</p> <p>SENCO to purchase new reading/spelling resources (IDP) to support</p> <p>SENCO to provide high quality training to assistant teachers.</p> <p>PPG children to be discussed first at all Pupil Progress Meetings</p>	in terms of pupil progress				<p>33% making more than expected progress. Key Stage 2 reading outcomes were 79% at expected standard + and 26% at GD.</p> <p>Reading culture is firmly embedded across school and the five daily reads is a whole school routine.</p> <p>Pupil Progress meeting have been carefully structured and thoroughly plan interventions and support systems for PP children. The impact of these is carefully tracked.</p>
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?	IMPACT JULY 19

<p>B-Personal Development, Behaviour and Welfare</p> <p>Through the development of the Pupil Support Team, to increase the range of services and experiences available to support the SEMH needs of PPG children.</p>	<p>Ensure Restorative practice remains embedded in School Ethos</p> <p>Each class to have dedicated hub time weekly with JS/MB. JS/MB to team teach to develop practice and ensure consistency of approach.</p> <p>PST to identify PPG children with emerging mental health needs through referrals from teachers.</p> <p>PST to strategically develop whole school interventions, group interventions and early help across school.</p> <p>Development of Cook School entitlement for whole school, but with specific focus for PPG children, as appropriate</p> <p>MB to lead on the development of 'Hub Club', with a specific focus on breaking down barriers to learning for vulnerable pupils.</p> <p>MB to develop bespoke interventions, such as 'Girl's Resilience', as need arises.</p> <p>MB to work in After School Club 2 x nights per week to continue work with Vulnerable children and families.</p> <p>MB/NJ to be visible each morning on school</p>	<p>A large number of our PPG children have significant SEMH needs and require additional support to meet these needs beyond wave 1 provision</p> <p>The school currently has in Sep 2018: -13 children accessing support from Prevention with a Family Outreach worker -14 children are currently being monitored by the PST</p> <p>We also have a large majority of PPG children who do not meet the threshold for early help. These children were identified through weekly meetings with the Pupil Support team.</p>	<p>Cycle 1: review provision maps which identify SEMH needs and how they are being met. Set actions for cycle 2. The list is reviewed every cycle and actions set and evaluated.</p> <p>PST to use pre and post assessment to assess the children and evaluate impact.</p> <p>At the end of each cycle week 10-Interventions evaluated alongside progress the child is making in class and attendance.</p>	<p>VS TJ MB</p>	<p>Each cycle during week 9 and week 13.</p>	<p>Cook School development has been delayed due to unsuccessful recruitment. Post is due to commence Dec 2019.</p> <p>Restorative practise is embedded with additional training planned for 2019-2020 twilights to refresh current staff and train new staff. this will need to be an ongoing commitment due to school expansion.</p> <p>Hub club is in operation three lunch times due to demand.</p> <p>After school club and Breakfast club commitment has been removed from MB to allow focus for document updates etc. Breakfast club sessions are used by MB for attachment work with families in need.</p> <p>PST are a playground presence each morning. Observation show that they are actively engaging with parents and small concerns and comments are shared with the art this time. Harder to reach families now recognise PST by sight which makes building relationships easier.</p>
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	<p>playground in order to be accessible to parents and families.</p> <p>ASC staff to be aware of children who need additional support - as guided by MB</p>					
<p>C-Personal Development, Behaviour and Welfare</p> <p>Attendance of PPG pupils will increase with strengthened engagement</p>	<p>The school admin team are given dedicated time every morning to track all children not in school with a priority on PPG.</p> <p>Weekly 'Classopoly' assembly focus</p> <p>MB: Wellbeing and learning mentor to daily track all PPG and children including 1:1 check-ins where appropriate.</p> <p>Half-termly attendance management procedures followed</p> <p>Half-termly attendance award for children with 100% attendance</p> <p>PA children to be put on a PA plan by TJ, with follow up meetings/actions to be tracked by MB</p>	<p>16/26 PPG pupils had attendance levels lower than school target of 97% last year</p> <p>2017-2018 Persistent absentees (absent for 10% or more sessions) was 28% for PPG.</p>	<p>Weekly attendance updates sent to TJ to analyse weekly attendance.</p> <p>Weekly attendance strategies reviewed and adapted.</p> <p>Week 9 of each cycle-attendance for groups of children analysed. Results to feed into SDP and attendance priorities.</p>	<p>TJ PST</p>	<p>Each cycle during week 9 and week 13. Attendance of PPG will be analysed(See PPG tracker)</p>	<p>Whole school attendance at the end of 2018-2019 was 96.7%</p> <p>PPG attendance for the same period was 95.8%</p>
<p>D- Outcomes for Pupils</p> <p>Increased attainment as a result of improved parental engagement,</p>	<p>Use of 'Helping your child to learn workshops', offering childcare during these to improve attendance.</p> <p>Run all parent sessions at 2pm and 6pm allowing for</p>	<p>We have a large number of parents who need additional support to help support their child's learning and wellbeing.</p>	<p>Each cycle, in week 9 data will be analysed Progress and attainment will be discussed for PPG children.</p>		<p>Each cycle during week 9 and week 13.</p>	<p>EYFS workshops held with 65% attendance</p> <p>KS1 (11 parents attended) and Phonics (8 families attended) meeting held but</p>

<p>SEMH support for children and extended range of extracurricular activities.</p>	<p>easier accessibility for a wider range of parents</p> <p>Growth of MB role to support integration of new/vulnerable families as they enter EYFS and other phases of school as 'in year' admissions</p> <p>MB to begin 'Hub Sessions' with Team Nidd</p> <p>EYFS to develop model of visual display of learning journey to engage parents in the mornings</p>	<p>A large majority of children enter Tiny Steps and Nursery below Age Related Expectations.</p>	<p>Audit EYFS parents views on the support they need.</p> <p>Interventions will be reviewed with all stakeholders.</p>			<p>limited attendance. Secure a register/booking system moving forwards.</p>
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