

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Staynor Hall Community Primary Academy
Pupils in school	256
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£23 996
Academic year or years covered by statement	2019-2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	Donna Bedford
Pupil premium lead	Donna Bedford
Governor lead	John Tweedlie

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.90
Writing	-4.31
Maths	0

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	66% to meet expected standard (4 out of 6 children)
Achieving high standard at KS2	33% to make greater depth (2 out of 6 children)

Measure	Activity
Reading	Improve word fluency rate to 120 words per minute through intervention during registration with teacher and AT 3 times a week. Promote comprehension skills through securing question types. 2 sessions per week with AT. Develop vocabulary understanding 3 times a week. Morning booster sessions every day from Jan-May.
Writing	Improve application of phonics and spelling rules to support spelling within own writing. Precision teaching 1:1 with AT. To secure use and spelling of prefixes and suffixes. Small group weekly intervention. To secure editing to improve the quality of their writing. Weekly small group session. Upleveling writing workshop to work towards greater depth. 1:1 support with writing editing strategies for cusp children. weekly session.
Maths	Securing basic additive facts regular practise at least twice a week- support for one session form teacher and AT then independent follow up. 1:1 precision teaching to secure rapid recall of multiplication tables. Weekly session Develop understanding of maths questions, securing maths vocab and unpicking what is required during small group session with past papers. Weekly session with AT. Morning booster sessions every day from Jan-May.

Barriers to learning these priorities address	Home support to rehearse skills including reading and tables practise. <i>ASC to provide access to Chrome books to support through the use of TT Rockstar, Numbots and Spelling Shed.</i> Parental understanding of school methods and expectations. Parent 'Helping your child at home' sessions and session relating to statutory testing.
Projected spending	Staffing £11 500 AT hours Resource £500 Booster session alternative resources- Monster SATs subscription and CPG books. Resources for parent workshop session including incentive to attend.

#### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure the % of PP children who make expected and better progress in reading is in line with their peers.	July 2020
Progress in Writing	Ensure the vast majority of PP children are writing at ARE.	July 2020
Progress in Mathematics	Ensure the % of PP children who make expected and better progress in maths is in line with their peers.	July 2020
Phonics	Ensure that 90% of all children to meet the phonic check requirements in Year 1.	June 2020
Personal development and well being.	Securing and delivering an effective PSHE curriculum to ensure that children have support to become well rounded citizens.	October 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Using Take one Book to improve motivation to read</li> <li>Reading raffle introduction to increase the rate of home reading.</li> <li>High quality texts to engage and motivate children.</li> <li>Targeted support for development of fluency and comprehension skills.</li> <li>Helping at home workshop to raise parental engagement with home learning.</li> <li>phonic development through high quality linked reading material and careful tracking.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Effective marking and feedback strategies are taught</li> <li>Spelling 1:1 precision teaching</li> <li>Club to support children who are not completing their homework.</li> <li>Booster sessions to focus on SPAG and editing skills</li> <li>targeted support with handwriting.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>Securing additive facts, multiplication table through use of TT Rock Star and Numbots.</li> <li>Allowing time at ASC and lunchtime to complete homework.</li> <li>Pre teaching with AT</li> </ul>
Priority 4	<ul style="list-style-type: none"> <li>Providing phonic intervention lead by AT</li> <li>Developing a clear assessment and tracking system to focus on addressing gaps in learning.</li> <li>Enhancing the range of phonic readers and ensure they are matched to the phonics progression document.</li> </ul>
Barriers to learning these priorities address	Parental support with homework Language quality and development. Retention of teaching.
Projected spending	Staffing £8 500 AT hours Resources £600 Phonic 1:1 support pack from Read Write Inc. Books for Take 1 Book

### Wider strategies for current academic year

Measure	Activity
Support the social and emotional development of children with are in receipt of Pupil Premium.	Discussion with pupils and parents around meeting individual support for attendance at out of school events. Secure focus and attention strategies through small group music sessions. funded ASC or Breakfast clubs to support attendance and punctuality. Boxall profile our vulnerable children to ensure that they are given the support they need in order to be in the best place to learn.
Securing and delivering an effective PSHE curriculum to ensure that children have support to become well rounded citizens.	Project development on behalf of Ebor trust. Development of the programme, training of staff and delivery across school.
Further improve the attendance of PPG pupils.	Improve development of systems and tracking. AT to work with parents whose children's attendance is lower than expected to develop and plan and strategies to support.
Barriers to learning these priorities address	Attendance and punctuality. Financial support in order to access to before and after school clubs.
Projected spending	Resources and funding £1 000

### Monitoring and Implementation

Area	Challenge
Teaching	Data at the end of each cycle recorded for PP as a group. During teacher tracker PP provision will be reviewed. Progress for PP children will be measured and recorded at the end of the academic year.
Targeted support	Interventions will have a baseline and measurable outcome. Pupil voice will be gathered at the end of interventions.
Wider strategies	Boxall profile actions will be completed and outcomes measured through AT comments and pupil voice. PSHE sessions will be tracked through monitoring. Attendance and punctuality will be tracked.

### Review: last year's aims and outcomes

Aim	Outcome
To raise attainment for all PP children to ensure it is in line with national for reading and writing.	<u>KEY STAGE 2 OUTCOMES FOR DISADVANTAGED PUPILS IN SCHOOL</u>  Reading 50% Writing 75% Maths 75% With the exception of reading these were in line with national expectations. Reading, writing and maths combined 42% (65% average) Reading stamina and motivation was the main reason for the difference. Booster sessions were offered 5 mornings and one after school club from Feb 2019. These were attended by the vast majority of pupils and only one child who was subject to PP did not attend. Resources were engaging and had maximum impact on motivation.
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.	All internal referrals were actioned and children received appropriate support for the team. Boxall profiling was introduced and the outcomes reflected in the interventions offered. Activities on offer were: <ul style="list-style-type: none"> <li>Parenting support with behaviour strategies and the implementation of our school system in the home.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hub club sessions on a lunchtime.</li> <li>• Bereavement counselling for children.</li> <li>• Hub sessions with all classes across the school each week with an agenda which reflected cohort needs.</li> <li>• Provision of sensory support.</li> <li>• Lego therapy sessions</li> </ul>
Attendance of PPG pupils will increase with strengthened engagement from parents.	Attendance system was in place and closely monitored There was a decrease in the number of persistent absentees from 11 to 5. Pupils in receipt of Pupil premium had an attendance rate of 93.9% compared to the national figure of 94.6%
Increased attainment as a result of improved parental engagement, SEMH support for children and extended range of extracurricular activities.	<p>Parental involvement was strong and an expansion in hours ensured that the Behaviour and Well being Lead was able to respond as required during the start and end of the school day.</p> <p>Some pupils were offered funded Breakfast and After School club sessions to enhance the start of their day and improve attendance</p>