



Allocation: £8,900

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. For 2018-2019 funding will be calculated on the basis of £1320 for each pupil who is eligible for free school meals in the past six years, and £2300 for looked after children in care for more than six months. There is a related Service premium of £300 for children of families in the armed services.

Each year to ensure the most effective use of the Pupil Premium money we seek feedback from pupils, parents and staff to ensure the money is being used in the best way to support the development of our pupils. We carefully track the effectiveness of our expenditure through detailed provision mapping. At present, the following actions are planned for this academic year (more actions will be taken based on the needs of the pupils throughout the year):

1. Summary information					
School	Stoke Row CE Primary School				
Academic Year	2018/2019	Total PP budget	£8,900	Review dates	Dec/March
Total number of pupils	88	Number of pupils eligible for PP	6 (note: 3 from September 2018)	Completed Report for review	July 2019

2. Pupil Premium Outcomes for the School (2018-2019)
<p>Due to the small size of the school, different groups of children are not identified because:</p> <ul style="list-style-type: none"> a) percentages of small groups can be misleading b) to retain anonymity c) needs can be addressed on an individual basis <p>A separate analysis of the children's outcomes has been produced which has informed the desired outcomes for the following academic year.</p>

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers	
A.	Writing progress and attainment does not compare favourably to mathematics and reading.
B.	Children's self-belief in their learning ability and overall self-esteem due to individual circumstances.
External barriers	
C.	100% of our pupil premium children have parents that are separated. Some of these children require additional emotional support and opportunities to share a range of literature.

Pupil Premium Funding Planned Spend 2018-2019

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Higher rates of progress across the school for boys eligible for PP in writing.	<ul style="list-style-type: none"> • Pupils eligible for PP identified for an ability band. Children to make as much progress as non PP pupils identified as low/middle/high ability, across the school in writing. • PP pupils to be specifically discussed at pupil progress meetings. 3 x yearly tracking completed by teachers and in-depth analysis by the SENCO. • All pupils eligible for PP who are in the middle and high attaining band make at least meet age related expectations. PP who are in the low attaining band show accelerated progress.
B	To further support the social and emotional needs of pupils eligible for PP funding by identify key area and targeting more precisely the needs of these pupils. Continue to set clear outcomes and design interventions measured for impact.	<ul style="list-style-type: none"> • Pupils will show increase scores on measures such as: <i>QCA behaviour, Strengths and Difficulties and Self-esteem measure.</i> • Identified pupils will also make increased academic progress as a reflection of the being 'ready to learn.'
C	To provide pupils eligible for PP funding with the same opportunities and experiences as non-PP. To continue to build the link between home and school.	<ul style="list-style-type: none"> • Pupils will report positively on their 'Pupil Premium Pittstop'. • Pupils will take part in a range of clubs, activities and excursions. • Pupils will make progress in reading and writing in line with their peers.

5. 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
<p>A: Higher rates of progress across the school for boys eligible for PP in writing.</p>	<p>Quality First Teaching High quality teaching for all. Key pupils identified and closely monitored. New experienced staff beginning in September 2018. Targeted training for teachers identified through surveys/observations and performance management. Consistent teaching of writing approach across the school.</p> <p>Pre-teaching by either TA or teacher. Data based interventions delivered by skilled staff.</p> <p>Reading Arch Reading programme; Pets as Therapy reading; investment in new reading scheme for lower KS2 developing books for boys and non-fiction</p> <p>Writing Systematic approach agreed for the teaching of spellings.</p> <p>Staff training Training related to this objective will be researched and offered to TAs and teachers.</p>	<p>The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit identifies quality first teaching, and a mastery approach, as having a high impact on learning.</p> <p>Provision maps indicated that this was an effective method of accelerated pupil progress. Also identified as a high impact intervention by the EEF.</p> <p>Several educational studies identify that: <i>good readers make good writers</i>. Provision maps have shown consistent impact on progress and attainment using these interventions.</p> <p>Book scrutiny and end of key stage results indicate that this is a key barrier to the children's progress.</p> <p>Importance of keeping up-to-date with new research and strategies.</p>	<p>Headteacher-performance management, lesson observations and blink inspections.</p> <p>Headteacher-working alongside staff to identify training needs.</p> <p>Provision map tracking.</p> <p>Literacy coordinator.</p> <p>Agree approach on September INSET day. Monitored by Literacy Coordinator.</p> <p>Headteacher</p>	<p>Headteacher SENCo Subject leaders</p>	<p>Termly</p>
Total budgeted cost					£4350



ii. Targeted support. Social and emotional well-being.					
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?
<p>B. To further support the social and emotional needs of pupils eligible for PP funding by identify key area and targeting more precisely the needs of these pupils. Continue to set clear outcomes and design interventions measured for impact.</p>	<p>ELSA training An experienced TA has been selected to train as an Emotional Literacy Support Assistant.</p> <p>Resources to support delivery of ELSA sessions.</p> <p>Other training opportunities for whole-school staff</p> <p>Continue to closely monitor SEN pupils using: - pupil profiles - individual trackers - provision maps - specialist assessments</p> <p>Identify one key barrier to learning to reduce time spent out of class.</p>	<p>ELSAs are specially trained to respond to personal circumstances and there is data-based evidence to suggest this is an effective approach to improving children’s social and emotional well-being.</p> <p>The ELSA will require new and up-to-date resources to support the delivery of the sessions.</p> <p>To continue to support the staff team to develop their knowledge in this key focus area for 2018-2019</p> <p>We recognise the need to identify the barriers to learning that children have. We are open to a range of provision as appropriate to the identified need.</p> <ul style="list-style-type: none"> Facilitating pupils’ access to the curriculum Additional teaching and learning opportunities Additional resources to support learning Interventions which support social and emotional wellbeing Focusing on quality first teaching and increasing the amount of time the child taught by the class teacher. 	<p>Rigorous monitoring and support by the SENCO.</p> <p>Professional development for staff identified and delivered.</p> <p>Meeting termly with the PP parents to discuss arising needs.</p>	<p>SENCo</p> <p>ELSA</p>	<p>Termly</p>
Total budgeted cost					£2050

iii. Supporting families					
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?
C. To provide pupils eligible for PP funding with the same opportunities and experiences as non-PP. To continue to build the link between home and school.	Signposting parents to external support	Continue to develop good relationships with the parents and show an awareness of their needs and wishes.	Meeting termly with the PP parents to discuss arising needs	SENCo Headteacher Bursar	Termly
	Breakfast Club School Trips Residential Trips After school clubs Music lessons	To allow the children to feel part of the school community and have the same experiences as their peers. To support parents with working hours. To provide a balanced breakfast so that the children are ready to learn.	Bursar to keep record of support.		
	Magazine subscriptions for home	Several educational studies identify that: <i>good readers make good writers.</i> (see desired outcome A). To provide the children with a wider range of literature at home.	SENCo to oversee		
Total budgeted cost					£2500