



'Shine like Stars'

Stoke Row CE Primary School



IMPACT OF PUPIL PREMIUM

Report to the Governing Body for the financial year April 2017 to April 2018 but the academic year September 2017 to July 2018.

NB: The pupil premium received for the financial year starting April 2017 was based on the number of pupils eligible in October 2016. % not reported due to small numbers and misleading etc.

Author: Miss Rachel Doe

	Children on Free School Meals	Children Looked After	Children from Service families	Total
No. of eligible pupils At July 2016	5	0	0	5
Pupil premium funding received £1,320	£6,600 Based on 5 pupils at Oct 2016	0	0	£6,600

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Evaluation				Evidence
A. Higher rates of progress across the school for low/middle /high attaining pupils eligible for PP in mathematics and writing.	Quality First Teaching High quality teaching for all. Key pupils identified and closely monitored. New experienced staff beginning in September 2017. Targeted training for teachers identified through surveys/observations and performance management. Consistent teaching of		Number of children	% in maths	% in writing	<ul style="list-style-type: none"> Lesson observations Training record Pupil premium data analysis Provision map scrutiny
		2016-2017	7	57%	71%	
		2017-2018	5	80%	40%	
		<ul style="list-style-type: none"> The only area in which the percentage of children increased overall was for pupil premium children in 				

	<p>mastery approach across the school.</p> <p>Pre-teaching by either TA or teacher. Data based interventions.</p> <p>Reading Arch Reading programme; Pets as Therapy reading; investment in new reading scheme for KS1/lower KS2 developing books for boys and non-fiction</p> <p>Writing Systematic approach agreed for the teaching of spellings.</p>	<p>maths. However, it should be noted that the picture of both our pupil premium and SEN children has changed significantly from 2016-2017 to 2017-2018 with less children on each register however the level of need has risen as we now have two children with EHCPs. With such small numbers, these percentages should be looked at with caution and individual circumstances considered. We have also had in-year movement of some PP pupils who had made accelerated progress while they were with us. However, the low percentage of disadvantaged pupils making expected or accelerated progress in writing will be an SDP priority next year.</p> <ul style="list-style-type: none"> • All classes were consistently using a mastery approach to teaching mathematics. The maths coordinator regularly attended a maths mastery group within the partnership of schools and regularly shared updates and training. This consistency may have contributed to good levels of progress. • Reading-Arch reading programme continued to be a highly effective intervention. A new reading scheme for KS1 was invested in. As mentioned above, the small numbers on the pupil premium register can lead to misleading data as well as other factors (such as attendance). At a whole school level, reading is a strength within the school with 91% of pupils achieving the expected standard in KS2 (67% of pupils reaching the 'greater depth' standard) in 2018 and 88% of pupils achieving the expected standard in KS1 in 2018 and 71% of pupils in EYFS achieving the ELG in Reading. Boys and girls achieve equally well in Reading. 82% of pupils in year 1 achieved the expected standard in the national phonics check. • Spelling- A systematic approach to spelling was agreed upon and several staff meetings focused around the delivery of spelling teaching. Book scrutiny and feedback from teachers indicate that this will continue to be a focus in 2018-2019. <p>Next step: In 2018-2019, target disadvantaged pupils to make expected or accelerated progress in writing.</p>	
--	---	---	--

		Continue to explore strategies for teaching and embedding spelling across the school.	
Total cost			£829

ii. Targeted support. Pupil Premium children on the SEN register.

Desired outcome	Chosen action/approach	Evaluation	Evidence
<p>B. Identify key barriers to learning and target more precisely the needs of pupil premium children with SEN. Continue to set clear outcomes and design interventions measured for impact.</p>	<p>Continue to closely monitor SEN pupils using:</p> <ul style="list-style-type: none"> - pupil profiles - individual trackers - provision maps - specialist assessments <p>Identify one key barrier to learning to reduce time spent out of class.</p>	<ul style="list-style-type: none"> • Due to the small numbers of SEN pupils on the pupil premium register, percentages can be misleading. • 100% of pupils with SEN made expected or accelerated progress in mathematics. • Pupils had made progress in reading and writing but at a slower rate. However, the amount of progress did compare favorably to the previous academic year. • Provision map analysis show a range of interventions to support the main needs of these pupils including: cooking, lego therapy, art therapy, writing intervention with teacher, homework support. • Next step: continue to explore support and interventions designed to impact writing progress and attainment. 	<ul style="list-style-type: none"> • School Development Plan 2017-2018 review. • Individual tracker and provision map reviews. • Pupil premium data analysis. • Book scrutiny.
Total cost		£306	

iii. Supporting families			
Desired outcome	Chosen action/approach	Evaluation	Evidence
C. Increased attendance rates for pupils eligible for PP.	Close monitoring of attendance. Inviting/engaging families to work in partnership if attendance falls below 90%.	<ul style="list-style-type: none"> Attendance of the PP pupils compares favorably to 2016-2017. One pupil's attendance was 90% at the end of this academic year for the first time since they started school. This pupil has also taken up more clubs this year which may have contributed to their improved attendance. The headteacher has also worked closely with the family to engage them in their child's attendance. Another pupil's poor attendance can be attributed to a reduced timetable. Combining their attendance with authorized absences would give them an attendance of 93%. 	<ul style="list-style-type: none"> Attendance analysis
Total cost		£0	

iiii. Supporting social and emotional needs			
Desired outcome	Chosen action/approach	Evaluation	Evidence
D. To further support the social and emotional needs for pupils eligible for PP funding.	Play/art therapy Horse riding Forest School (FS and KS1) Signposting parents to	<p>Art therapy was the biggest investment this year and it was effective on a number of levels:</p> <ul style="list-style-type: none"> Pupils who had previously refused to engage within school did engage for the full hour of the therapy session. All pupils made progress on their social and emotional measures. As a result, some pupils also made accelerated academic progress when they previously had been making very slow progress. Parents reported satisfaction in the therapy 	<ul style="list-style-type: none"> Art therapy reports Provision map and individual tracker analysis. Social and emotional measures. Parental and teacher

	external support	<p>sessions and could cite several improvements in their child's well-being. Two of the parents went on to seek further funding for more therapy sessions as they felt it was highly beneficial.</p> <ul style="list-style-type: none"> The therapist was also able to work closely with the parents and provide feedback and ideas relating to the child's home-life which we had previously found challenging to address. <p>Horse riding and forest school</p> <ul style="list-style-type: none"> Both continue to provide an alternative provision in which the children can experience success and develop skills which would not be on offer to them outside of school. <p>Signposted parents to external support</p> <ul style="list-style-type: none"> Parents have been signposted to a range of external support including: social service; Henley Educational Trust charity; SENDIASS service. <p>Next step:</p> <p>Continue to explore ways in which we can continue to support the children's social, emotional and mental health needs. An analysis of the needs of the PP children identify this as a key barrier to learning.</p>	feedback.
Total cost		£4090	

Other: Educational enrichment programmes.			
Desired outcome	Chosen action/approach	Evaluation	Evidence
Enable pupils to access the entire curriculum and widen their	Breakfast Club School Trips Residential Trips	<ul style="list-style-type: none"> Pupil premium pupils have taken up a range of support including all of the listed approaches. One particular pupil has engaged in much higher level of clubs this year and this has correlated with 	<ul style="list-style-type: none"> School trip and club records.

experience of the world.	After school clubs Music lessons	an improvement in their attendance.	
Total cost		£1432	

- Notes: - Information which identifies individual pupils remains confidential and is not reported to governors.
- Schools decide on the most appropriate way to spend their allocated Pupil Premium– funding is not tied to specific solutions.
 - Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees are likely to monitor more frequently as part of the school’s regular assessment process.