

# Pupil Premium Strategy Statement: Stukeley Meadows Primary School

(this will be tweaked, as necessary, through the academic year)

1. Summary information					
School	Stukeley Meadows Primary School				
Academic Year	2017/18	Total PP budget	£50,150	Date of most recent PP Review	n/a
Total number of pupils	403	Number of pupils eligible for PP	53	Date for next internal review of this strategy	March 2018

2. 2016 attainment (further detail in data reports)			
	Those eligible for PP (Stukeley – 8 children)	Non PP pupils (Stukeley)	National (all pupils)
% achieving ARE in RWM (Y6)	0% (8 ch)	41%	53%
% achieving ARE in RWM (Y2)	17% (6 ch)	70%	60%
% passing Phonics Check (Y1)	50% (4 ch)	81%	81%
% achieving GLD (EYFS)	50% (4 ch)	72%	69%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Basic skills (RWM) on entering EYFS (and at other Key Stages)
<b>B.</b>	Behaviour (esp. learning 'approach') is a barrier for PP children as indicated by behaviour records
<b>C.</b>	Lower ability children who are eligible for PP make little progress, particularly in RW, across the school (compared to non-PP, low-ability children)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%).
<b>E.</b>	Aspiration and expectation for the majority of PP children is notoriously low
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Higher levels of progress in RWM, particularly at key points (EYFS/2/6)	Children eligible for PP make improved progress compared to other 'groups'. This should be evidenced through T.A., test scores (A.R. NFER, Arithmetic etc...) and Target Tracker updates
<b>B.</b>	Improved behaviour for PP children	Fewer behaviour incidents recorded and improved focus in sessions – alongside a renewed whole-school focus from September 2017
<b>C.</b>	Improved progress for lower ability children, particularly in RW.	Children eligible for PP identified as low attaining (from on-entry, and beyond, results make as much progress as 'other' children identified as low attaining)
<b>D.</b>	Increased attendance rates for children eligible for PP.	Reduce the number of persistent absentees (PA) among children eligible for PP. Overall attendance among children eligible for PP improves to 95% in line with 'other' pupils.
<b>E.</b>	Improved (or at least 'acknowledged') aspiration and expectation from PP families	All the above fall into place! Home learning routines improve. Children indicate positivity re. school and determination to do well and succeed.

## 5. Planned expenditure

Academic year

2017/18

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

WHAT? Desired outcome	HOW? Chosen action/approach	WHY? What is the evidence and rationale for this choice?	HOW? How will you ensure it is implemented well?	WHO? Staff lead	NOTES
Sharpen whole class teaching approaches	Training on 'Assess/Address/Progress' model. Focussing on developing current mastery models and 'pacing' progression	Longer term investment in approach – targeting needs to be swifter and more intensive.	Consistent, concise monitoring – leadership team well placed to do this.	Head SLT	Staff INSET – internal Low/no cost
Maximised opportunities for targeting key skills, embedding learning and following up misconceptions	Introduce 'THIRD' approach - flexibility over covering L.F.s to increase time spent on key skills. Re-organise timetable to establish 'supplementary learning' times	Overriding priority is key RWM skills – these need more time/energy investment. Curriculum and timetable coverage will be modified.	Implementation of timetable is first stage – use of subsequent supplementary time will be monitored by SLT 'THIRD' is longer term.	Head SLT	Staff INSET – internal Low/no cost
Sharper, focussed testing to more clearly identify gaps	Invest in NFER tests (to be administered at regular intervals)	Children need more exposure to 'test technique' – resulting outcomes can be fed back into planning for teaching and learning	Structured weeks throughout year to ensure consistent approach. Test scores/follow-ups to be recorded and checked	NB	£500
Individual teacher/staff bespoke classroom support to improve day-to-day teaching and learning	All teachers to work with Improvement Adviser ( 2 -3 sessions) on in-class support/challenge	JS worked with adviser briefly at local school – improvement approach best matches what Stukeley needs. In class, practical improvement.	SLT will work with adviser in selected sessions to identify where difference can be made. Monitoring of the actual teaching (and the subsequent support/challenge)	JA (Adviser) SLT	Up to £5000 for sessions across two terms (10 days)

<b>Total budgeted cost</b>					£5500
<b>ii. Targeted support</b>					
<b>WHAT? Desired outcome</b>	<b>HOW? Chosen action/approach</b>	<b>WHY? What is the evidence and rationale for this choice?</b>	<b>HOW? How will you ensure it is implemented well?</b>	<b>WHO? Staff lead</b>	<b>NOTES</b>
Identified gaps are targeted precisely to ensure progress (RWM)	Intervention plan launched to focus on identified gaps/areas First Class/Success@BRP, Inference	T.A. deployment beyond whole-class sessions needs precision and focus. Development areas for children need addressing beyond class sessions	Need to ensure training is current and staff confident to deliver. To be overseen by SEND team and SLT	SLT SEND team	TA release and increased deployment– up to £10,000
Improved Maths scores in Y6 tests (with potential rollout to Y4/5)	Run 'Third Space Learning' Online Maths Tutoring – SATs Booster sessions	Research and Head/twitter feedback (most notably Clare Sealy) Observed in local schools	Overseen by Year Six Team from start to finish. Weekly outcomes dovetailed with class sessions/T.A. follow-up where appropriate.	NB Y6 team	£181 per child (ten weeks)  Planned total £5430
<b>Total budgeted cost</b>					£15,430
<b>iii. Other approaches</b>					
<b>WHAT? Desired outcome</b>	<b>HOW? Chosen action/approach</b>	<b>WHY? What is the evidence and rationale for this choice?</b>	<b>HOW? How will you ensure it is implemented well?</b>	<b>WHO? Staff lead</b>	<b>NOTES</b>
Renewed, positive approach to whole-school behaviour	Cambs STEPS approach to be implemented across school	L.A.-endorsed approach. Taster session hosted and full staff backing to pursue. Key number of PP group have behavioural challenges and need renewed, consistent focus	Training directly from Norfolk Lead (AW), two in-school trainers to then be established and roll out STEPS at Stukeley	KP AJ	Up to £4000
Sustain high quality of family/pastoral support (impinges attendance, punctuality, behaviour and inclusion)	Sustaining (non class-based) Family Support and Pupil Support Worker Roles	Essential roles with increasing remit for all PP families. Crucial to engagement with all vulnerable groups (particularly PP) and ensuring we can challenge the 'four As' - attendance, attainment, achievement and aspiration	Appraisal and action-planning. Weekly 'Inclusion Team' meets, together with SENDCo team, to ensure joined-up thinking.	GP JK	£18,000 £8,000

Audit provision for quality/effectiveness	L.A. Pupil Premium Review (January 2018)	Recommended by L.A. - as a result of low progress with PP groups	Full involvement will ensure accurate judgements. Action planning, based on practical feedback, will focus provision	NB SLT AJ GP	Staff release – minimal cost
Collaborative Project to improve overall outcomes	Disadvantaged Gap Project (January 2018)	Contacted by L.A./DfE – aiming to improve provision and outcomes for PP	Full involvement will ensure accurate judgements. Action planning, based on practical feedback, will focus provision	JS	Staff release – minimal cost (initially)
<b>Total budgeted cost</b>					£30,000

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2016/17 – please see separate sheet which uses a different format</b>

<b>7. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Other strategy documents are available in school.