

Pupil premium strategy statement (Stanmore Primary School)

School overview

Metric	Data
School name	Stanmore Primary School
Pupils in school	262
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£136,036
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Sharon Taylor
Pupil premium lead	Sam Norris
Governor lead	Rachael Corrie

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.39
Writing	-1.71
Maths	-3.84

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	There is a rigorous and sequential approach to the reading curriculum that is closely connected to phonics knowledge
Priority 2	All pupils, including disadvantaged and those with SEND, can secure the basic skills of speaking, reading, writing and maths

Barriers to learning these priorities address	<p>Ensure that curriculum is relevant to disadvantaged pupils and that they are engaged in purposeful learning</p> <p>Ensuring that teachers have the subject and pedagogical knowledge, skill and expertise to deliver a high quality inclusive curriculum that focuses on basic skills, including phonics and numeracy.</p> <p>Ensuring that high quality resources are in place to implement a synthetic phonics programme (RWI)</p> <p>Ensuring staff use evidence-based whole-class teaching interventions</p>
Projected spending	Leadership and high-quality inclusive teaching: £45,417

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores for disadvantaged pupils in KS2 Reading (-0.7)	Sept 20
Progress in Writing	Achieve national average progress scores for disadvantaged pupils in KS2 Writing (-0.4)	Sept 20
Progress in Mathematics	Achieve average KS2 Mathematics progress score for disadvantaged pupils in KS2 (-0.6)	Sept 20
Phonics	Achieve national average expected standard in PSC	Sept 20
Other	Improve attendance of disadvantaged pupils to national average (96%)	Sept 20

Measure	Activity
Priority 1	<p>Ensure all relevant staff (including new staff) have received paid-for training - English Hub partnership</p> <p>Whiteknights Primary School to deliver the phonics scheme effectively - Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 and Y2</p> <p>Target disadvantaged pupils in Year 3 who did not meet the expected standard</p>

	Target most vulnerable pupils – disadvantaged and in the lowest 20% of readers (53%)
Priority 2	Gaps in pupil's literacy and numeracy are effectively addressed. Prioritise fluency in place value, number bonds and multiplication tables, handwriting, tier 2 and 3 vocabulary and use of synthetic phonics to build fluency (YR-3) spelling (Y3-6)
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions for reading and maths Ensuring that the basic skills of oracy, reading, writing and numeracy required to access the curriculum are clearly defined and addressed in the English and maths action plans.
Projected spending	Training £8,333

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of on line reading tool and 'Stanmore 10' books across all year groups to increase reading for pleasure Establish small group synthetic phonics intervention groups for disadvantaged pupils falling behind age related expectations.
Priority 2	Teachers and or Teaching Assistants provide interventions for disadvantaged pupils falling behind age-related expectations in English and maths. Target improving vocabulary through Talk boost (trained TA) and guided reading.
Barriers to learning these priorities address	Word poverty – identified area of weakness. Encouraging wider vocabulary and reading and providing catch-up in phonics and mathematics – Key gaps in prior learning in reading and maths resulting in pupils having insecure foundations
Projected spending	Resources £12,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed positive behaviour and attitudes to learning including through the use of the Ready to Learn resource.
Priority 2	Deploy staff and resources effectively to support families with attendance and acute need

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£70,286

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days for whole school targeted curriculum development and additional cover being provided for development days (RWI)
Targeted support	Ensuring enough time for school reading and maths and Inclusion lead to support small groups	Reading lead provided with focused additional support time to check consistency and impact of synthetic phonics programme (RWI) Maths leader provided with focused additional support time to check consistency and impact of maths action plan Inclusion leader provided with additional cover time to work with staff to create and monitor focused Personal Learning Plans (PLP)
Wider strategies	Engaging the children and families facing most challenges	Working closely with the Primary Behaviour Service, Kings School and other external agencies where possible to strengthen in reach/ outreach programme of support

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Improvement in disadvantaged pupil progress in reading from 2018 to 2019 to the strongest for 3 years. On track towards aim of closer to national for disadvantaged pupils. Less progress seen in writing. New aim of disadvantaged pupils meeting national average by 2020
Progress in Mathematics	Improvement attainment for disadvantaged pupils from 2018-19 Improvement in progress from 2018-2019 although still significantly below national. Ensure maths subject leader prioritises planning a secure learning journey so that the basic skills required to access the curriculum are clearly defined.
Phonics	Small increase year on year with for disadvantaged pupils ahead of ahead of introduction of new phonics scheme in September 2019 and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on link with school's value of belonging and link to LA disadvantage project working to address this issue.