

Pupil premium strategy statement

School overview

Metric	Data
School name	Stanton Drew Primary School
Pupils in school	52
Proportion of disadvantaged pupils	23.1%
Pupil premium allocation this academic year	£14795
Academic year or years covered by statement	2020-21
Publish date	Dec 2020
Review date	July 2021
Statement authorised by	
Pupil premium lead	Andy Marriott
Governor lead	Simon Waller

Disadvantaged pupil progress scores for last academic year (KS2)

Measure	Score
Reading	+0.7
Writing	-0.1
Maths	-0.1

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A due to Covid-19 (4 pupils)
Achieving high standard at KS2	N/A due to Covid-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve mathematical fluency and reasoning skills so that progress is in line or better with Reading
Priority 2	Ensure a comprehensive programme of Phonics teaching and interventions are implemented and monitored in KS1 (Read Write Inc) (including to Y3)

Barriers to learning these priorities address	Reliance on single scheme in Maths to manage 2 year groups in one class. Several TAs supporting KS1
Projected spending	£2000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain standards in reading through fidelity to Read Write Inc scheme (+1.22 2019 ASP)	Jan 22 (Next IDSR)
Progress in Writing	Improve writing progress in KS2 to address gap in attainment from KS1 to KS2 – Literacy Tree to be used (-3.17 2019 ASP)	Jan 22 (Next IDSR)
Progress in Mathematics	Achieve national average or better KS2 Mathematics progress score (-1.83 2019 ASP)	Jan 22 (Next IDSR)
Phonics	PP children achieve similar results to non-PP in PSC.	Sept 21
Other		

Measure	Activity
Priority 1	Improve mathematical fluency and reasoning skills so that the progress gap narrows between Maths and other core subjects
Priority 2	Writing is a focus in KS2 to close the progress gap – training in and use of Literacy Tree materials for staff. Work alongside colleagues in Bishop Sutton to moderate writing regularly
Barriers to learning these priorities address	Ensuring staff use effective teaching interventions in a targeted way. Believing the purpose of testing is to focus on gaps rather than reinforce learning. Wider moderation samples (small cohorts)
Projected spending	£4595

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve mathematical fluency and reasoning skills so that progress is in line or better with Reading Establish regular and varied individual maths support, incl. pre and post-teaching, particularly for disadvantaged pupils. Develop use of retrieval practice and low-stakes quizzing to enhance fluency in Maths.
Priority 2	KS1 and LKS2 disadvantaged children are a focus for Phonics interventions, in-class challenge and support and encouraging parental engagement.
Barriers to learning these priorities address	Reliance on single scheme in Maths to manage 2 year groups in one class. Several TAs supporting KS1. Opportunities to embed learning outside of lesson time. Lack of rich life experiences and appropriate and engaging literature will impact on the child's attainment
Projected spending	£7000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide additional books and practice materials for PP children, alongside guidance on how to use them
Priority 2	Improve opportunities to engage with the wider life of the school through extra-curricular clubs, music lessons and residential visits.
Barriers to learning these priorities address	Social and emotional engagement with peers who enjoy a more varied life experience
Projected spending	£1200

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring TRG in Maths has full participation and impacts classroom practice for all staff	Carefully planned programme ensures cover is available when needed and a series of staff training sessions provides quality CPD for all in Maths
	Staff, including KS2, have an understanding of Phonics teaching to support children with decoding through into KS2	Training sessions run by experienced phonics teachers for teachers and TA's working in KS2

Targeted support	Ensuring enough release time for Maths Leader (based at BS) to monitor teaching and interventions taking place as well as providing training to all staff to embed problem solving and reasoning for all children	Maths lead paired with HLTA, who can cover the class while monitoring taking place. A programme of short TA training sessions designed by Maths Lead can be delivered
	Ensuring English Lead has release time to monitor quality of Phonics interventions	HLTA able to cover class in am for 1x termly and TA role in Cygnets covered by another TA
Wider strategies	Engaging the families facing most challenges to support children with home tasks incl. reading	Ensure no child is excluded from the wider life of the school through access to clubs/music lessons/residential trips. Books and homework support are provided.

Review: last year's aims and outcomes

Aim	Outcome
Maths progress measure narrows for all children	Training and support for all staff in a Mastery Maths approach based on White Rose Gap remains between PP and non-PP children in terms of progress, so enhanced training will be provided for teaching fluency in Maths
Improve PP outcomes through targeted interventions (Catch-up Numeracy)	In KS2 progress from KS1 was: PP progress -0.1 (7 pupils) Non PP progress +0.2 (28 pupils) Only 2 PP children benefitted from this targeted intervention as other non-PP children were also identified for support. All PP pupils made expected progress apart from one new pupil who joined mid-way through the year.
Pupils and families have opportunities to be included in all aspects of school life	Funding provided for PP children to be able to access all opportunities offered to non-PP children which require extra funding – peripatetic music lessons etc. This will still need focus on parental engagement as, other than trips and school camp, take up has been disappointing