

## Pupil Premium Strategy

1. Summary information					
School	Stoke Lodge Primary School				
Academic Year	2020/21	Total PP budget	£81,840	Date of most recent PP Review	07/20
Total number of pupils	450	Number of pupils eligible for PP	62	Date for next internal review of this strategy	07/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	50%	63%
% making expected progress in reading (as measured in the school)	60%	71%
% making expected progress in writing (as measured in the school)	70%	82%
% making expected progress in mathematics (as measured in the school)	50%	74%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor basic skills, including communication and language
B.	Social, emotional and mental health needs
C.	Multiple vulnerability e.g. SEN&D
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	Wellbeing – family support required
F.	Wellbeing – childhood experiences/enrichment activities
G.	Educational support and aspiration

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Academic progress and attainment improves	PP pupils achieve at least in line with national average.
B.	Pupil attendance improves	Pupil attendance is at least in line with national average.
C.	Pupil wellbeing improves	Pupils have access to experiences/enrichment activities.  SEMH needs are met as part of QFT and in Wave 2 interventions.

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Subsidies for educational trips for PP pupils, breakfast and after school club, uniform, music tuition.	PP pupils accessing enrichment opportunities.  PP pupils supported to access before and after school care.	Where extra-curricular experiences were organised, costs were covered by funding and pupils attended.  Enrichment clubs not run for pupils.  Pupil pride and uniform inconsistent.  Wrap-around care well-attended.	Senior Leadership Team to develop strategic overview of enrichment and ensure equity for all.  Families responded well to additional support and subsidies for experiences.  Uniform expectations maintained by all staff. Support for all PP pupils with uniform on induction to new year.  Programme of enrichment clubs on offer for all.	£7712

PP Champion – TLR and non-contact time to champion PP pupils and monitor progress, attainment, barriers to learning, pupil conferencing.	PP strategy clear, monitored and shared with all stakeholders.	Staff aware of PP pupils and some strategies to support effectively.  PP data analysis carried out by HT and Assessment Lead.	Further research and support for staff to support pupils in order to impact on teaching and learning and outcomes for PP pupils required.  All staff to develop strategic overview of pupil progress.  Professional development required to support PP Champion in role.	£5241
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Wave 2 Interventions	Attainment for PP pupils improves.  Attainment for PP pupils in line with National averages.  Differences diminished.	Interventions did not run consistently across school.  Interventions were not specific with clear entry and exit criteria.  Pupils did not achieve in line with national or others:	SEnCo and PP Champion to be supported by HT and Senior Leadership Team to develop strategic overview of additional support.  Clear entry and exit criteria needed to measure impact of interventions.  Professional development and training for support staff to effectively deliver targeted interventions.	£17917
Family Worker – support individual families.	Effective Family Support and SAF intervention.  Reduction in welfare issues recorded.	Number of SAFeh reduced over year.  Welfare issues recorded.	Regular welfare meetings to monitor and develop strategic overview of impact.  Action plan to be developed following monitoring.  Welfare Team to be established.  Relationships with stakeholders/families to be strengthened.	£10460

SENCo time – monitor data, monitor Pupil Passports, SEN&D surgery.	Effective provision to support learning.  Differences diminished.	Data analysed by HT.  Pupil Passports in place for multiple vulnerability pupils e.g. SEN&D.	Pupil Passports to ensure all PP pupil needs are understood and met.  Whole staff to understand key PP data.  PP data used to drive improvements and action plans.	£10573
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Admin time – focus on PP pupils.  Attendance officer – in depth analysis of attendance data, attendance letters, attendance meetings.  EWO time – advice, attendance meetings, home visits.	Reduction in persistent absence and/or broken weeks.  Improved PP attendance.	Attendance improving for all pupils including PP.  EWO supporting Attendance Officer to support families and monitor attendance.  SAM/APM meetings carried out to follow up attendance concerns.	Attendance to be followed up daily.  Weekly reports analysed and discussed with HT/Welfare Team. Action plan responsive to findings.  Strengthen relationships with families.  EWO to provide advice and support during contact time.	£14919

<p>Family Worker – support individual PP pupils.</p> <p>Nurture Room – provision, staffing, support individual PP pupils, alternative provision, meet and greet breakfast, alternative lunchtime.</p> <p>ELSA training – emotional literacy and trauma informed practice training.</p> <p>ELSA interventions - support individual PP pupils.</p>	<p>Pupils have successful friendships – less incidents recorded.</p> <p>Internal and external exclusions reduced.</p>	<p>Identified individual pupils supported by member of staff.</p> <p>Nurture room established at lunchtime.</p> <p>Member of staff started ELSA training.</p> <p>Exclusions increased.</p>	<p>All PP pupils to receive individualised plan of support.</p> <p>Pupils to be encouraged to develop social skills, play set up during lunchtimes.</p> <p>ELSA training to be completed.</p> <p>In depth analysis of exclusion figures.</p>	
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**6. Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>English Lead to support professional development of teaching and support staff.</p> <p>Maths Lead to support professional development of teaching and support staff.</p> <p>Senior Leadership Team</p>	<p>To ensure PP pupil progress and attainment is at least in line with others.</p>	<p>PP pupils make less than expected progress and do not attain in line with others.</p>	<p>HT/DHT to attend networks with core subject leads to identify areas for development and support with implementation of change.</p> <p>Core subject leaders supported in role as leaders by HT/DHT.</p>	<p>HT/DHT</p>	<p>July 2021</p>
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<p>Teaching and Learning Leads to support development of staff by attending OAT Networks and using release time to implement improvements by coaching and team teaching.</p>	<p>To ensure the quality of teaching and learning is at least good in all year groups.</p>	<p>Current Ofsted rating: 'Requires Improvement'.</p> <p>Observations and drop-ins suggest that in some year groups staff require support developing their understanding of effective teaching and learning.</p> <p>Book looks indicate that in some year groups staff require support with the teaching sequence particularly for core subjects.</p>	<p>Develop robust monitoring system which includes data analysis, lesson observation, monitoring of books, monitoring of planning and learning walks.</p> <p>T&amp;L Leads support teachers across the school to improve outcomes for all by giving structured feedback.</p> <p>Deliver rigour in tracking and intervening, including identified PP pupils, who are not making expected progress.</p> <p>SLT record actions following analysis of termly data. Ensure interventions are recorded.</p>	<p>HT/DHT</p>	<p>July 2021</p>
<p>Curriculum Leads to support development of staff by attending OAT Networks and using release time to implement improvements by coaching, supporting planning and team teaching.</p>	<p>To ensure all pupils receive a broad and balanced curriculum.</p>	<p>Observations, drop-ins, book looks and pupil conferencing suggests pupils at Stoke Lodge require a purposeful curriculum that is broad and balanced.</p>		<p>HT/DHT</p>	<p>July 2021</p>

Subsidies for enrichment activities.		<p>Pupil conferencing and knowledge of our community suggests our pupils would benefit from enrichment activities such as:</p> <ul style="list-style-type: none"> <li>- Educational visits</li> <li>- Music tuition</li> <li>- Extra-curricular clubs (organised by SLP)</li> <li>- Residentials</li> </ul>		<p>EVC HT/DHT SBM/Office Team</p>	July 2021
Uniform	To give pupils a sense of belonging.	<p>Pupil conferencing and feedback from community highlights importance of feeling of equality for all pupils. This increases inclusion and removes a barrier to learning.</p>	<p>Ensure all staff know community and individual families well.</p> <p>Families who may benefit from this supported effectively and respectfully by staff.</p> <p>Office team to be supported with identification process.</p>	<p>HT/DHT Office Team</p>	July 2021
Additional support staff	To ensure PP pupil progress and attainment is at least in line with others/national.	PP pupils make less than expected progress and do not attain in line with others.	HT to work alongside class teachers to coordinate a timetable of additional support in class for PP pupils.	<p>HT/DHT Class teachers</p>	July 2021



**Total budgeted cost** £45,490

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Wave 2 Interventions	PP pupil progress and attainment at least in line with others.	PP pupils make less than expected progress and do not attain in line with others.	<p>HT to support SENCo in developing strategic overview of interventions.</p> <p>SENCo to attend Pupil Progress Meetings/RSMs and provision map interventions following.</p>	<p>HT</p> <p>Assessment Lead</p> <p>SENCo</p> <p>Family Link Worker</p>	July 2021
Educational Welfare Office to support individual families and School with attendance.	PP attendance (including broken weeks) at least in line with others/national.	PP attendance was starting to improve. Systems not embedded and with change in leadership this did not continue.	<p>EWO to support HT and Attendance Office in developing sustainable systems.</p> <p>Clear systems developed and shared with families.</p> <p>Relationships with stakeholders continues to strengthen to ensure individual support is respectfully given and gratefully received.</p>	<p>EWO</p> <p>HT</p> <p>Attendance Officer</p>	July 2021

SEMH interventions	To ensure pupils are happy and ready to learn.	SEN&D Register identifying multiple vulnerability pupils.	<p>HT to ensure TA completes ELSA training.</p> <p>SENCo/HT to support TA with implementing SEMH interventions.</p> <p>HT and TA to purchase items required to deliver Sand Tray Therapy.</p>	<p>HT/DHT</p> <p>TA</p> <p>SENCo</p>	July 2021
<b>Total budgeted cost</b>					£36,350