



**Staindrop CE Primary School**  
**Pupil Premium Strategy - Impact**  
**2018 – 2019**

| Rationale   |
|---|
| <p>At our school we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium.</p> <p>NB: The school has taken note of the Education Endowment Foundation’s ‘Teaching and Learning Toolkit,’ ‘Maximising the Impact of Teaching Assistants’ by the Institute of Education and ‘The pupil Premium Making it work in your school’ - Oxford School Improvement 2015 to inform its Pupil Premium Strategy.</p> |

| Reception – Year 6 Pupil Premium Funding |   |  |  |  |
|--|---|--|--|--|
| Pupils Eligible for Premium Funding      | Number of Eligible Boys<br>Per Pupil £1,320 | Number of Eligible Girls<br>Per Pupil £1,320 | Number of Looked After/Adopted Children<br>Per Pupil £2,300* | Number of Service Children<br>Per Pupil £300 |
| <b>35</b>                                | <b>17</b>                                   | <b>12</b>                                    | <b>5</b>   | <b>1</b>                                     |

\*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

| Early Year Pupil Premium Funding |  |  |   |  |
|----------------------------------|--|--|---|--|
| Total of Nursery Pupils          | Number of Eligible Pupils<br>Hourly Rate £0.53 | Number of Eligible Boys<br>Hourly Rate £0.53 | Number of Eligible Girls<br>Hourly Rate £0.53 | Total EYPP Budget<br>Hourly Rate £0.53 |
| 9                                | 0  | 0  | 0   | 0                                      |

| Pupil Premium Summary Information   |         |                           |     |
|-------------------------------------|---------|---------------------------|-----|
| Total Number of Pupils ( Inc. FTE ) | 169     | Number of Pupils Eligible | 35  |
| Total Pupil Premium Budget          | £49,520 | % of Pupils Eligible      | 21% |

| KS1                       | 2018 - Outcomes |    |     |       |    |     |         |                           |           |    |     |       |    |     |         |
|---------------------------|-----------------|----|-----|-------|----|-----|---------|---------------------------|-----------|----|-----|-------|----|-----|---------|
|                           | PP Pupils       |    |     | Other |    |     | SCH GAP | KS2                       | PP Pupils |    |     | Other |    |     | SCH GAP |
|                           | SCH             | NA | DIF | SCH   | NA | DIF |         |                           | SCH       | NA | DIF | SCH   | NA | DIF |         |
| EYFS GLD                  | 67              | 56 | 11  | 77    | 73 | 4   | 10      | Expected Standard Reading | 100       | 60 | 40  | 95    | 77 | 18  | 5       |
| Year 1 Phonics            | 100             | 70 | 30  | 88    | 84 | 4   | 12      | Expected Standard Writing | 100       | 66 | 34  | 90    | 81 | 9   | 10      |
| Expected Standard Reading | 75              | 60 | 15  | 93    | 78 | 15  | 18      | Expected Standard Maths   | 100       | 63 | 37  | 95    | 80 | 15  | 5       |
| Expected Standard Writing | 63              | 53 | 10  | 86    | 73 | 13  | 23      | Expected Standard GPS     | 100       | 66 | 34  | 95    | 82 | 13  | 5       |
| Expected Standard Maths   | 75              | 61 | 14  | 93    | 79 | 14  | 18      | Expected Standard R/W/M   | 100       | 48 | 52  | 90    | 67 | 23  | 10      |

| Current Attainment   |         |                       |              |       |            |                           |              |       |            |
|--|---------|-----------------------|--------------|-------|------------|---------------------------|--------------|-------|------------|
| <i>Numbers in purple indicate number of pupils receiving Premium in each class</i> |         |                       |              |       |            |                           |              |       |            |
| Cohort   | Subject | Current Baseline Data |              |       |            | Aspiration at End Of Year |              |       |            |
|  |         | All                   | Disadvantage | Other | Difference | All                       | Disadvantage | Other | Difference |
| Year 6<br><i>6 (1 pupil on SEN Register)</i>                                       | Reading | 89%                   | 100%         | 91%   | 9%         | 96%                       | 100%         | 95%   | 5%         |
|  | Writing | 93%                   | 100%         | 95%   | 5%         | 93%                       | 100%         | 91%   | 9%         |
|  | Maths   | 64%                   | 83%          | 64%   | 19%        | 89%                       | 100%         | 86%   | 14%        |
|  | GPS     | 79%                   | 83%          | 77%   | 6%         | 93%                       | 100%         | 91%   | 9%         |
| Year 5<br><i>5</i>   | Reading | 85%                   | 100%         | 95%   | 5%         | 96%                       | 100%         | 95%   | 5%         |
|  | Writing | 74%                   | 100%         | 95%   | 5%         | 89%                       | 100%         | 95%   | 5%         |
|  | Maths   | 74%                   | 100%         | 86%   | 14%        | 89%                       | 100%         | 90%   | 10%        |
| Year 4<br><i>2</i>   | Reading | 83%                   | 50%          | 88%   | 38%        | 88%                       | 50%          | 96%   | 46%        |
|  | Writing | 81%                   | 50%          | 83%   | 33%        | 85%                       | 50%          | 88%   | 33%        |
|  | Maths   | 81%                   | 50%          | 83%   | 33%        | 85%                       | 50%          | 88%   | 33%        |

|   |         |     |      |     |     |     |       |      |     |
|---|---------|-----|------|-----|-----|-----|-------|------|-----|
| Year 3<br>7                               | Reading | 91% | 86%  | 93% | 7%  | 95% | 86%   | 100% | 14% |
|   | Writing | 82% | 71%  | 87% | 16% | 86% | 71%   | 87%  | 16% |
|   | Maths   | 91% | 86%  | 93% | 7%  | 95% | 86%   | 93%  | 7%  |
| Year 2<br>3                               | Reading | 95% | 100% | 94% | 6%  | 95% | 100%  | 94%  | 6%  |
|   | Writing | 95% | 100% | 94% | 6%  | 95% | 100%  | 94%  | 6%  |
|   | Maths   | 79% | 66%  | 81% | 15% | 95% | 100 % | 94%  | 6%  |
| Year 1<br>8 (3 pupils on<br>SEN Register) | Reading | 77% | 63%  | 83% | 20% | 85% | 75%   | 89%  | 14% |
|   | Writing | 77% | 63%  | 83% | 20% | 81% | 63 %  | 89%  | 26% |
|   | Maths   | 81% | 63%  | 89% | 26% | 85% | 75%   | 89%  | 14% |
| EYFS<br>3                                 | Reading | 71% | 100% | 78% | 22% | 80% | 100%  | 83%  | 17% |
|   | Writing | 71% | 100% | 78% | 22% | 80% | 100%  | 83%  | 17% |
|   | Number  | 52% | 100% | 78% | 22% | 80% | 100%  | 83%  | 17% |

| Early Years Pupil Premium Current Attainment                           |                               |                                   |
|--|-------------------------------|-----------------------------------|
| Baseline Assessment – Age Expected Level Emerging 30-50 Months         | Pupils Eligible For EYPP<br>0 | Pupils Not Eligible For EYPP<br>9 |
| % achieving age expected levels on entry in Communication and Language |                               | 100%                              |
| % achieving age expected levels on entry in Reading                    |                               | 100%                              |
| % achieving age expected levels on entry in Writing                    |                               | 100%                              |
| % achieving age expected levels on entry in Number                     |                               | 100%                              |
| % achieving age expected levels on entry in Shape, Space & Measure     |                               | 100%                              |

|                          |   | <b>Barriers to Future Attainment</b><br><i>NB Small numbers of PP pupils in some year groups can lead to significant variations in data.</i>   | <b>Desired Outcomes</b>   |
|--------------------------|---|--|---|
| <b>Internal Barriers</b> | A | Higher percentage of PP pupils in Y1 (31%) and Year 3 (32%) may lead to lower attainment; Y1 cohort also has 3 PP pupils with SEND.  | Attainment of Y1 and Y3 PP pupils is at least broadly in line with non-PP pupils.   |
|                          | B | Increased social, emotional and mental health issues for PP children and parents may impact on attainment/progress   | Pupils with social, emotional and mental health needs are well supported and make at least expected progress. Staff are upskilled in SEMH needs in order to be able to support vulnerable pupils.   |
|                          | C | Some PP pupils find it difficult to fully engage in their learning, they lack confidence and resilience. Homework may not be completed, regular reading at home is not carried out. Some PP pupils have poor range of vocabulary.  | Increased engagement seen in lessons. Work scrutiny indicates that PP pupils have accelerated progress. A greater percentage of PP pupils will be able to complete homework successfully. Vocabulary of PP pupils is enriched and extended. |
| <b>External Barriers</b> | D | Attendance of PP children was lower than other pupils in 2017/18, this could lead to underachievement. PP Attendance was 95.3%, non PP was 96.4%<br><i>42% of PP pupils had attendance of below 95% in the 2017/18 academic year, 13% had below 90% (4 pupils)</i>                     | The difference between the attendance of PP Pupils and other pupils diminishes. The attendance of small core of persistent absentee PP children rises to at least 95%.  |
|                          | E | Some pupils who are eligible for the Pupil Premium struggle to complete their homework (including regular reading at home) which may cause them to fall behind their peers.  | Improved progress for pupils eligible for the Pupil Premium. Reduced stress levels for some parents/carers  |
|                          | F | Families who may struggle to pay for extra-curricular activities e.g. after school clubs, residential trips, trips, music tuition  | All pupils entitled to premium are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition, breakfast club   |
|                          | G | The village location of the school means that many services and activities are located a car or bus ride away. The expense and / or lack of availability of transport means pupils cannot always access learning and enrichment opportunities which could accelerate their attainment. | Learning of pupils is enriched through a range of educational visits.   |

| Pupil Premium Planned Expenditure |  |   |  |  |         |     |     |         |     |     |       |      |     |
|-----------------------------------|--|---|--|--|---------|-----|-----|---------|-----|-----|-------|------|-----|
| Desired Outcomes                  | Action   | Expenditure   | End of Year Evaluation   |  |         |     |     |         |     |     |       |      |     |
| A                                 | Improved progress for PP pupils especially in Y1 and Y3. | <p>Employ extra teaching assistants to: a) target PP children and b) allow the teacher additional contact time with specific children during English and Maths lessons to ensure progress within lessons through the consolidation and application of skills. Interventions/catch up sessions. Ongoing CPD for all staff. Extra resources to support learning - Ipad Apps, maths equipment, website subscriptions. Use external provider to carry out detailed data analysis in order to identify priorities and plan intervention/catch up.</p> <p>Sufficient teaching staff employed to maintain single year groups classes of smaller size (7 class teachers for 169 pupils= average class size of 24). This helps to ensure challenge for more able PP pupils and also favourable adult to pupil ratios to accelerate the learning of less able pupils.</p> | <p>Additional teaching assistant five mornings a week for Y1 = £10,000</p> <p>Additional teaching assistant five mornings week for KS2 = £10,000</p> <p>CPD £1000</p> <p>Resources £3,000</p> <p>Data Analysis - £1,500</p> <p>£5,000 towards cost of teaching staff</p> | <p>80% of PP pupils (10 pupils) passed the Y1 Phonics Test compared to 84% of pupils not eligible for PP nationally. National PP is 69%</p> <p>75% of current Y1 PP Pupils achieved ELG in Reading.</p> <p>Y2 2019 School PP ES/GD    Y2 National Non PP (2018)</p> <table border="0"> <tr> <td>Reading</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>79%</td> </tr> </table> <p>86% of current Y3 PP pupils (7 pupils) achieved at least expected standard in Maths, Reading and Writing and 14% achieved greater depth. PP pupil who did not achieve ES is on SEN Register.</p> <p>88% of 2019 KS2 PP pupils (8 pupils) achieved the expected standard in Reading, Writing and Maths compared to 67% of pupils not eligible for PP national (2018)</p> <p>75% of 2019 KS2 PP pupils achieved 2b+ in RWM combined at KS1, 87.5% of PP pupils achieved ES in RWM.</p> | Reading | 80% | 79% | Writing | 60% | 72% | Maths | 100% | 79% |
| Reading                           | 80%  | 79%   |  |  |         |     |     |         |     |     |       |      |     |
| Writing                           | 60%  | 72%   |  |  |         |     |     |         |     |     |       |      |     |
| Maths                             | 100%   | 79%   |  |  |         |     |     |         |     |     |       |      |     |
| B                                 | Improved range of vocabulary of pupil premium pupils.    | <p>Continue to purchase more Accelerated Reader Books and guided reading books. Staff to be upskilled in how to improve vocabulary. Resources purchased to support staff in improving vocabulary. Pre-teaching vocabulary (TA to support with this one afternoon a week in foundation subjects). Use of vocabulary mats in foundation subjects.</p>   | <p>Additional teaching assistant one afternoon a week for KS2 = £2,000</p> <p>Books - £1,200</p>   | <p>Book scrutiny and lesson observations indicate that PP Pupils across school have an improved range of vocabulary. Staff have been explicitly teaching vocabulary which has had a positive impact.</p> <p>80% of KS1 PP pupils (8 pupils) achieved expected standard in reading compared to 79% non PP pupils nationally</p> <p>100% of KS2 PP pupils (8 pupils) achieved expected standard in reading compared to 77% non PP pupils nationally</p>  |         |     |     |         |     |     |       |      |     |

|   |  |   |  |  |
|---|--|---|--|--|
|   |  |   |  | 75% of KS2 PP pupils achieved greater depth in Reading compared to 33% non PP pupils nationally  |
| C | PP pupils are well supported in relation to emotional and mental health needs. Resilience, motivation and independence of PP children is improved.                     | Employment of PSA (0.25) to focus on targeted pupils/vulnerable families.<br>Staff CPD - Mental Health Awareness, Zones of Regulation. 1-1 Programme of support carried out with one vulnerable pupil with EWEL TEAM member.<br>'Rainbows' loss group for vulnerable pupils run by TA | PSA £2,000<br>CPD £1,000<br>EWEL Team £600<br>Additional teaching assistant one afternoon a week to run 'Rainbows' groups = £2,000 | PSA has worked successfully with a number of vulnerable families resulting in increased engagement, attendance and punctuality.<br>Rainbows Programme has successfully supported PP pupils who have experienced loss. Two pupils have successfully received counselling.<br>Staff training has had a positive impact in increasing staff knowledge and understanding of attachment difficulties. This has resulted in PP pupils being supported more effectively.  |
| D | The difference between the attendance of PP Pupils and other pupils diminishes. The attendance of small core of persistent absentee PP children rises to at least 95%. | Use of rewards and prizes, visits and whole school approaches. Employment of PSA (0.25) to promote good attendance. Half termly attendance meetings between PSA and DHT to analyse attendance and target persistent absentees. Follow DCC protocols for attendance.                   | PSA (costed above)<br><br>Prizes, rewards £750   | In 2018/19 Pupil Premium Pupils' attendance was 95.3%. Non PP pupils' attendance was 96.5%<br>Pupil Premium Pupils' attendance in 2017/18 was 95.3%. Non PP pupils' attendance was 96.4%<br>The families of PP pupils with high persistent absence are being supported by the PSA, One Point Workers and attendance enforcement officers.<br>Although the % attendance of PA PP children is still below 95%, in 2017/18 there were 14 PP pupils who were persistent absentees, this number has been reduced to 10 pupils in 2018/19. |
| E | PP pupils are supported with homework and reading resulting in increased progress.   | Subsidised Homework Club. Parent Information sessions on Reading/Maths. Extra TA time to hear pupils read regularly. Parent App-Marvellous Me to increase parental engagement and motivate pupils. Whole staff one day training in Phonics.   | Extra TA time to run Homework Club and support KS1 Reading £4,000<br>Phonics Training £1000  | A number of KS2 PP pupils have regularly attended Homework Club resulting in them receiving more support with homework. Feedback from parents and pupils has been very positive. Parents information sessions have been successful. Feedback from parents regarding Marvellous Me app has continued to be positive. Phonics training has been successful in upskilling staff and as a result phonics teaching has improved.  |

|   |  |   |        |  |
|---|--|---|--------|--|
| F | Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities. | Subsidised residential and day trips. Frequent subsidised educational visits to broaden experience. Subsidised Breakfast Club and After School Clubs. Subsidised uniform. | £4,500 | <i>Subsidy enabled all pupils to take part in visits and residential resulting in them demonstrating increased resilience, independence and improved self-confidence. Subsidy enabled some PP pupils to attend breakfast club and after school clubs. Feedback from pupils and parents has been very positive regarding these clubs.</i> |
|---|--|---|--------|--|

| Budget Summary            |  |                |
|---------------------------|--|----------------|
|                           | Desired Outcome  | Cost           |
| A                         | Improved progress for PP pupils especially in Y1 and Y3.   | £30,500        |
| B                         | Improved range of vocabulary of PP pupils.   | £3,200         |
| C                         | PP pupils are well supported in relation to emotional, emotional and mental health needs.  | £5,600         |
| D                         | Improved attendance of PP pupils.  | £500           |
| E                         | PP pupils are supported with homework and reading resulting in increased progress.   | £5,000         |
| F                         | Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities. | £4,500         |
| <b>Total Budget Spent</b> |  | <b>£49,550</b> |

|                    |                |
|--------------------|----------------|
| <b>Review Date</b> | September 2019 |
|--------------------|----------------|