



Staindrop CE Primary School
Pupil Premium Strategy Statement
2019 – 2021

Pupil Premium Lead: S Whelerton/C Harland

Pupil Premium Governor: A Cullen

1. Rationale

At Staindrop CE Primary 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 both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

NB: The school has taken note of the following research to inform its Pupil Premium Strategy: Education Endowment Foundation’s ‘Improving Literacy in Key Stages 1 and 2 Guidance’ ‘Improving Mathematics in Early Years, Key Stage 1 and Key Stage 2,’ along with the ‘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 and research which indicates that being in a word poor context at a young age has negative consequences (Closing the Vocabulary Gap by A Quigley).

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding 2019-20 2020-21	Number of Eligible Boys 2019-20 2020-21	Number of Eligible Girls 2019-20 2020-21	Number of Looked After Children/ Post LAC 2019-20 2020-21	Number of Service Children 2019-20 2020-21
32 35	18 22 Per Pupil: £1,320	11 13 Per Pupil: £1,320	3 6 Per Pupil £1,700*/ £2,300	0 0 Per Pupil £300

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

3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
4	2	0	2	£604.20
4	1	1	0	£302.10
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

4. 2019 – Disadvantaged pupils outcomes 2020 Estimated outcomes

EYFS – 21 pupils (3 FSM) 19 pupils (2 FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
NB 1 out of 2 FSM pupils on SEN Register	67% 0%	75%	-8%	-19%				
KS1 Y2 – 21 pupils (5 disadvantaged) 26 pupils (10 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading NB 3 out of 10 FSM pupils are on SEN Register and 1 has an EHCP	80% 70%	79%	+1%	-19%	0% 10%	29%	-29%	-16%
Writing	60% 60%	74%	-14%	-21%	0% 0%	18%	-18%	-11%
Maths	100% 80%	80%	+20%	-19%	0% 0%	25%	-25%	-14%

KS2 Y6 - 28 pupils (8 disadvantaged) 30 pupils (6 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	100% 100%	80%	+20%	-16%	75% 50%	33%	+42%	-15%
Writing	88% 100%	83%	+5%	-16%	38% 33%	24%	+14%	-13%
Maths	100% 100%	81%	+19%	-15%	75% 17%	28%	+47%	-14%
GPS	100% 100%	83%	+17%	-16%	63% 67%	41%	+22%	
RWM combined	88% 100%	70%	+18%	-19%	38% 33%	12%	+26%	-8%

5. 2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	6.1	0.3	+6.4	-0.9
Writing	0.9	0.3	+0.6	-0.8
Maths	4.9	0.3	+5.2	-1.0

6. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
<i>NB Small numbers of PP pupils in some year groups can lead to significant variations in data.</i>		
A	Higher percentages of PP pupils in certain cohorts (30-40%) may lead to lower attainment; one cohort also has 30% PP pupils with SEND.	Attainment of PP pupils is at least broadly in line with non-PP pupils.
B	Emotional resilience of pupils eligible for pupil premium is sometimes low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours.
C	PP pupils often have more difficulties in learning to read. This can slow their progress in all curriculum areas that demand effective reading strategies.	Reading of PP pupils in KS1 accelerates so that it is at least broadly in line with non-PP pupils
D	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.
E	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.
7. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
Barriers		Desired Outcomes
F	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.

G	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. Provide increased opportunities in school to support and enthuse a love of reading.
H	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. Families who may struggle to pay for extra-curricular activities e.g. after school clubs, residential trips, trips, music tuition	Learning of pupils is enriched through a range of educational visits. 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

Progress towards outcomes reviewed in green

	Desired Outcomes	Action	Expenditure	Ongoing Review
A	Attainment of PP pupils is at least broadly in line with non-PP pupils. 2020-21 Desired outcome to continue	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. Sufficient teaching staff employed to maintain single year groups classes of smaller size (7 class teachers for 167 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.	Additional teaching assistant five mornings a week for KS1 = £10,000 Additional teaching assistant five mornings week for KS2 = £10,000 CPD £1000 Resources £3,000 Data Analysis - £1,500 £5,000 towards cost of teaching staff	See estimated 2020 outcomes - all broadly in line except Early Years (NB Only 2 PP pupils were in EY in 2019-20, 1 of whom is on SEN Register). It is important that this outcome continues in 2020-21 as part of catch up as a result of pandemic.

B	<p>Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours</p> <p>2020-21 Desired outcome to continue</p>	<p>Employment of PSA (0.25) to focus on targeted pupils/vulnerable families.</p> <p>Staff CPD, Emotional wellbeing/self-esteem interventions.</p>	<p>PSA £2,200 CPD £1,000 Additional teaching assistant one afternoon a week to run interventions = £2,000</p>	<p>Lesson observations/Learning walks and staff feedback indicates that emotional resilience is improving. Outcome to remain to ensure this continues, particularly because of possible impact on wellbeing from pandemic.</p>
C	<p>Reading of PP pupils in Y3 accelerates so that the gap between them and non-PP pupils narrows.</p> <p>2020-21 Desired outcome amended</p>	<p>Ongoing staff training in Phonics (2 development days across year)</p> <p>Purchasing of new Reading materials</p>	<p>£1500 £2000 Additional teaching assistant five mornings a week for KS2/Y3 = £10,000 (Costed above)</p>	<p>Gap is closing for this cohort-current Y3 (70% at ES 79% Non PP Nationally). In 2020-21 this additional support and targeted intervention will still be required as part of catch up due to pandemic.</p>
D	<p>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.</p> <p>2020-21 Desired outcome to continue</p>	<p>Staff continue 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. Use of Class Dojo App to motivate pupils to complete homework.</p>	<p>Additional teaching assistant one afternoon a week for = £2,000</p>	<p>Vocabulary Training took place for staff in Dec 19 – this had a positive impact. Increased progress of PP pupils evident. Staff have been explicitly teaching vocabulary which has had a positive impact. Book scrutiny and learning walks indicate that pupils are using a greater range of vocabulary. In 2020-21 this additional support and targeted intervention will still be required as part of catch up due to pandemic.</p>
E	<p>Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.</p>	<p>Subsidised residential and day trips. Frequent subsidised educational visits to broaden experience. Subsidised Breakfast Club and After School Clubs. Subsidised uniform.</p>	<p>£4000</p>	<p>Subsidy enabled all pupils to take part in visits and residential (up to lockdown) resulting in them demonstrating increased resilience, independence and improved self-confidence. Subsidy enabled some PP pupils to attend breakfast club and</p>

	2020-21 Desired outcome to continue			after school clubs. Feedback from pupils and parents has been very positive regarding these clubs.
F	Increased attendance rates for PP children. The difference between the attendance of PP Pupils and other pupils diminishes. Reduce the number of persistent absentees so that it is at least in line with national. 2020-21 Desired outcome to continue	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) Prizes, rewards £750	In 2019-20 (up to lockdown) PP attendance % was 95.2% Non PP was 96.8% 4/33 PP Pupils were PA in 19/20 (12%) – NB one pupil was absent from school from Nov until lockdown due to anxiety. Important that this outcome continues as due to lockdown, we were not fully able to address PP attendance issues.
G	Improved progress for pupils eligible for the Pupil Premium. Reduced stress levels for some parents/carers. Provide increased opportunities in school to support and enthuse a love of reading. 2020-21 Desired outcome to continue	Subsidised Homework Club. Parent Information sessions on Reading/Maths. Extra TA time to hear pupils read regularly. Class Dojo App to increase parental engagement and motivate pupils.	Extra TA time to run Homework Club and support KS1 Reading £4,000	Children were on track to make accelerated progress and the estimated results were mainly positive. It is important that this continues as part of catch up.
H	Learning of pupils is enriched through a range of educational visits. 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 2020-21 Desired outcome to continue	Subsidised residential and day trips. Frequent subsidised educational visits to broaden experience. Trips planned to address gaps in knowledge and vocabulary. Subsidised music tuition.	£4500 (£4000 of which costed above in E)	See comments in section E.

8. Budget Summary

Desired Outcome		Cost
A	Attainment of PP pupils is at least broadly in line with non-PP pupils.	£30,500
B	Improve emotional resilience for pupils eligible for PP	£5,200
C	Reading of PP pupils in KS1 accelerates so that it is at least broadly in line with non-PP pupils	£3,500
D	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.	£2,000
E	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	£4,000
F	Improved attendance rates for PP children.	£750
G	Improved progress for pupils eligible for the Pupil Premium. Reduced stress levels for some parents/carers. Provide increased opportunities in school to support and enthuse a love of reading.	£4,000
H	Learning of pupils is enriched through a range of educational visits. 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	£500
Total Budget Spent		£50,450

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Andy Cullen			
Pupil Premium Meeting	Autumn 19: 21.10.19 Autumn 20:	Spring 20: 12.03.20 Spring 21:	Summer 20: Not carried out due to Pandemic. Summer 21:
Review Date	January 2021		