

STANLEY PRIMARY SCHOOL

PUPIL PREMIUM

2018-2019

Explanatory note.

Whilst the Pupil Premium funding is allocated to schools each financial year (i.e. April to April) schools are required to report on how these funds have been allocated each School Year and the impact that this has had on the attainment and achievement of pupils.

This report therefore relates to the allocation awarded in the Financial Year beginning April 2018 and the academic progress of pupils in the School Year beginning September 2018.

The Pupil Premium is a fund that is additional to the School's delegated budget. The Premium is allocated to children on the following basis:

- Any child who has been entitled to free school meals in the last 6 years
- Any child who has been in Local Authority care (Looked After Children) for more than six months
- Children of service personnel

The fund is predominantly used to raise attainment through a variety of intervention programmes that are described below. Positive behaviour is also promoted and supported through this fund. In each year group we employ a variety of intervention strategies to support the children's learning details of which are outlined later in this document.

The bulk of our Pupil Premium is spent on enhancing our staffing structure through the employment of Teaching Assistants (Levels 2, 3 and 4) who work with our most needy pupils, including those in receipt of the Pupil Premium and one full time teacher to ensure that class sizes in year 6 are greatly reduced to allow a better pupil teacher ratio for all children including those in receipt of the Pupil Premium.

Progress of all pupils is reviewed on a regular basis at meetings attended by the Class Teachers, Inclusion Manager (SENCo), the Headteacher and the Deputy Headteacher. At these meetings the progress of all pupils is reviewed with particular emphasis on those in receipt of the Pupil Premium and, where necessary, resources are redirected according to need.

Pupil Premium at Stanley Primary School

At Stanley Primary School we are constantly looking for strategies that will have the maximum impact on the learning outcomes for children, whilst providing the best value for money. The Pupil Premium is a valuable resource and we strive to use this money wisely.

Barriers to learning for pupil premium children in Stanley Primary school

Our knowledge of our children in receipt of pupil premium indicates that the following barriers are experienced by some, if not all at certain periods in their primary education at Stanley.

- Attendance at school
- Speech and language proficiency
- Early reading and mathematical skills
- Support for reading
- Emotional resilience

For the financial year 2018/19, the school has the following funds:

| Number of pupils and pupil premium grant received | |
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| Total numbers of pupils on roll (Jan 2018/19) | 613 |
| Total number of pupils eligible | 170 |
| Amount received per pupil | £1320 (£300 for "Service" families) (Post-LAC £2300) |
| Amount of funding received | £223,340 |

The following narrative describes how these monies have been used to enhance outcomes for Pupils who are in receipt of the Pupil Premium.

In our Reception classes we employ a minimum of three full time Teaching Assistants to support all our children for the majority of the time, whilst running specific programmes, such as SALLEY (Structured Activities for Language and Literacy in Early Years), for part of this time.

In Year 1 we have Level 3 Teaching Assistants who, in addition to their in-class support, provide specialist programmes to enhance the progress of the most needy pupils including those in receipt of the Pupil Premium. This includes additional Letters and Sounds groups, precision teaching in phonics and Maths and English booster groups.

In Year 2, we have a number of Level 2 and Level 3 Teaching Assistants who in addition to their class based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium. Teaching Assistants also provide Letters and Sounds groups, which benefit all children.

In Year 3, we have Level 2 Teaching Assistants, one of whom is full time. Additional support has a particular focus on reading.

In Year 4 we have a Level 2 Teaching Assistant, who provides additional support during lessons and also has a particular focus on supporting reading.

In Year 5 we employ one Level 2 Teaching Assistant and one Level 4 Teaching assistant, both full time, who in addition to their class based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium.

In Year 6 we employ an additional teacher, plus a Level 2 Teaching Assistant. Thus class sizes are reduced and extra support is provided in Maths and English and all pupils including those in receipt of the Pupil Premium are in smaller classes than would otherwise have been the case.

The two Level 4 Teaching Assistants (SEN) and Learning Mentor report directly to the SENCo. They provide specialist support to our most needy pupils, many of whom are in receipt of the Pupil Premium.

In addition to the support outlined above, the school has implemented the following pupil premium strategy. See the table outlined below:

| Pupil Premium Strategy 2018-19 | | | |
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| What do we want to change? | What action are we taking to effect this change, using PP funding? | Cost | What is the impact on attainment and progress? |
| Based on an analysis of persistent absence we know that almost half of the persistently absent children are in receipt of pupil premium. We want to reduce both the number of persistently absent pupils across the school and the proportion that are in receipt of pupil premium. | Continue to employ a pastoral support worker who works with the Local Authority Pupil Welfare Service and the learning mentor to provide both support and challenge to pupils that are persistently absent. The level of local authority support (PWS) is also being increased to support and challenge families with the most significant levels of absenteeism. | £9042 | School increased the level of PWS buy back in this academic year. The absence rate in school is now lower than the local authority average, which remains slightly above the national rate of absence. This buyback will continue next year. |
| Based on an analysis of vulnerable families we know that 57% are in receipt of the pupil premium. We want to ensure that emotional support is offered to our most vulnerable pupils, including those in receipt of pupil premium. | <ul style="list-style-type: none"> a. Continue to employ our pastoral support worker to provide emotional support to pupils who are particularly vulnerable. b. Work with social services and any other relevant agencies to ensure families receive appropriate support and challenge where necessary including through the use of the Early help hub. | £25,140 | It is impossible to determine with any degree of accuracy whether this had any impact on attainment and progress, however we can say that the majority of our children responded well to support and were therefore able to engage in the curriculum more readily. |
| Based on analysis of pupil needs the school provides speech and | Children will receive speech and language therapy based on their assessed needs either | £1,500 | Children identified received and engaged with the Speech and |

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| language therapy to a number of pupils, 50% of these are in the receipt of the pupil premium. 75% of the pupils that receive individual therapy are in receipt of pupil premium. We want to improve children's speech and language skills rapidly. | as an individual or as part of group therapy. This provision will be provided by Shine therapy. | | Language therapy provided within school and were discharged on ongoing basis which indicates a positive response. |
| From analysis of school data, gaps exist in the performance of our children in the receipt of pupil premium across all subjects when compared to children not in receipt of the pupil premium. We would like to close the gap between the performance of PP children and non-PP children | <p>An element of pupil premium funding that is proportionate to the number of pupil premium children receiving support is used to fund teaching assistants to provide support within the classroom, including intervention.</p> <p>An additional teacher is in year 6 to ensure that all children including those that are pupil premium and the higher attainers receive more focused teaching as teaching groups are smaller in size and more clearly defined in terms of the ability range.</p> <p>All pupil premium children are offered and encouraged to have additional small group tuition based on their needs. This includes the more able.</p> <p>All pupil premium children are invited to attend an 'Easter school' which focusses</p> | <p>£168,237</p> <p>£16,419</p> <p>Extra-tuition £1,170</p> <p>Easter school - £1832</p> | We are pleased to report that the majority of eligible children participated in the additional lessons and support as outlined. The impact being that their individual attainment and achievement all increased as a consequence. |

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| | on raising attainment in maths and English. | | |
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The table below details the financial costs of the interventions described above:

| Use of Pupil Premium Funding | |
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| Teaching Assistant Support (50%) | 168,237 |
| Pastoral support (attendance) | 9042 |
| Supporting pupil welfare | 25140 |
| Shine speech therapy | 1500 |
| Easter school | 1832 |
| Additional teacher | 16419 |
| Extra tuition | 1170 |
| | |
| Total | £223,340 |