

## Pupil Premium Strategy Statement (Primary)

School name: Stanley Road Primary School

Academic years covered by strategy: 2019/20 – 21/22

Date this form completed: 30 October 2019 for AY 2019/20

Next review date: October 2020

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2018 - 19)			
Total school roll	370	Progress scores Reading, Writing, Maths	
% disadvantaged pupils	12% (46 children)	% meeting expected standard R,W,M (KS2)	46%
Pupil premium allocation this year	£69,960	% achieving high standard R,W,M (KS2)	4%
Senior leader signing off this strategy	Anne Potter	% of pupils reaching expected standard in phonics check (end of Y1)	89%

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress in Reading, Writing	Achieve national average progress scores in KS2 Reading and Writing.	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score.	Sept 21
Phonics	Maintain national average expected standard in PSC: 32	Sept 21
Other (e.g. attendance, subject specific etc.)	Improve the engagement and self-regulation of vulnerable students.	Sept 21

Spending priorities and rationale (Current Academic Year)	
<i>Teaching</i>	
Priority 1 Develop academic talk within each lesson, modelling and scaffolding subject-specific vocabulary and appropriate levels of formality.	
Priority 2 Ensure all relevant staff have received training on strategies to engage more children in lessons, using AfL and meta-cognition approaches.	
Barriers to learning these actions address: Professional development for staff should focus on assessment, developing independence, improved motivation and self-regulated learning.	
PP expenditure on teaching	£21601
<i>Targeted academic support</i>	
Priority 1 Develop reading comprehension strategies and continue to raise the profile of reading across the school.	
Priority 2 Continue to develop attachment strategies (e.g. THRIVE and meta-cognition) to enable learners to access learning.	
Barriers to learning these actions address Encouraging wider reading opportunities and closely monitoring the reading of vulnerable learners.	
PP expenditure on targeted academic support	£23984

<i>Wider strategies</i>	
Priority 1 Support children to develop emotional self-regulation skills to enable them to access learning.	
Priority 2 Developing the role of our Community support worker to support families with attendance and acute needs.	
Barriers to learning these actions address Improving readiness to learn for the most disadvantaged pupils	
PP expenditure on wider strategies	£24375

<b>Monitoring and implementation</b>	
Pupil premium strategy lead Claire Alviti	Pupil premium lead governor Phil Johnson
Teaching key challenge Ensuring enough time is given over to allow for staff professional development.	
<i>Mitigating action</i> Use of INSET days and additional cover being provided by senior leaders.	
Targeted support key challenge Ensuring enough time for school reading and English leads to support all staff and run interventions.	
<i>Mitigating action</i> English lead and reading lead to run small groups interventions, lead regular training for staff and follow-up support.	
Wider strategies key challenge Engaging the most vulnerable families	
<i>Mitigating action</i> Community liaison support worker engaging with families, encouraging participation in family learning etc.	

<b>Last year's pupil premium priorities and outcomes (For more details, see 18-19 review)</b>	
Priority: Enhance feedback through REAL Rewards by Sept 19	
Outcomes: 80% of children have achieved age expected in at least two subjects or making accelerated progress, anecdotal evidence showed good levels engagement. Continue.	
Priority: Wave 3 Maths intervention for targeted pupils in Year 2 and 6 by July 19.	
Outcomes: 86% of children who received intervention achieved age expected in statutory tests.	
Priority: Employ "Children's Champions" coaching learners with self-regulation strategies.	
Outcomes: 75% of children who worked with the "children's champions" achieved age expected or accelerated progress. Those who did not achieve attended school regularly and were better able to self-regulate.	
Priority: Further develop pastoral learning interventions.	
Outcomes: The strategies is very effective and is having a good impact on learners. Relationships between children, parents and pastoral staff are very positive.	