Pupil Premium Strategy Statement

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	-2.6	0	-2
% 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)	
Teaching	
Priority 1 Develop academic talk within each lesson, modelling and scaffolding subject-specific vocabulary and appropriate levels of formaility.	
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
Review July 20 A considerable amount of staff training has taken place this year, including work on meta-cognition and AfL. During lockdown Mark Smith (Wolverhampton consultant) has led training on levels of formality to teachers and support staff. Curriculum leads have worked alongside PHMAT leads to develop academic talk within their subjects and scaffolding subject-specific vocabulary. Due to the partial closure of school, this work cannot be embedded fully in the classroom until September.	

Discussions with Johnathon Bell at Westwood Academy in Oldham – as recommended by Marc Rowland – were really beneficial in thinking about staff turnover and the impact this has had on training needs. Therefore, this will continue to be a focus for 20-21 and links to the SIP Priority 2.

The work on academic talk will need to be revisited in light of the Covid closure this academic year.

Targeted academic support

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

Review July 20
The English and Reading leads have developed reading with staff this year. During lockdown Mark Smith (Wolverhampton consultant) has led several training sessions on Reading and comprehension. Reading will remain a target on the SIP for 20-21 as strategies need to be applied to classroom practise to deliver improvements to standards.

The children champions have worked with around 10% of the children in school focusing on attachment strategies and the SEN team have used these strategies in their nurture activities. The pastoral team have worked with all children in receipt of PPG and have worked alongside class teachers and leaders to encourage reading and comprehension strategies.

Further CPD on meta-cognition will be required for the pastoral team as we develop them into Narrowing the Gap team. The REAL rewards have continued to be well used in key stage 1 and 2, focusing children on meta-cognition. The Early Years team would like to develop how these work with younger children.

Wider strategies

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

Review July 20
The pastoral, Children's Champions and SEND teams have all supported children to develop emotional self-regulation skills to enable them to access learning. In light of Covid 19, we recognise that emotional self-regulation will need to be something we address in the 2020-21 academic year.

The community support worker was skilled at supporting our vulnerable families, supporting with: attendance, school dinners, family learning, transition etc. Since she left at February half term we have felt the impact of her departure, particularly during the partial closure of school. Ideally, we will look at replacing this role in some form in the new academic year.

Monitoring and implementation	
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.	
Mitigating action 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.	
Mitigating action 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	
Mitigating action Community liaison support worker engaging with families, encouraging partipation in family learning etc.	

Last year's pupil premium priorities and outcomes (For more details, see 18-19 review)
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.