

Appendix 4 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 2020 for AY 2020/21

Next review date: October 2021

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2018 - 19)					
Total school roll	356	Progress scores Reading, Writing, Maths	-2.6	0	-2
% disadvantaged pupils	22% (78 children)	% meeting expected standard R,W,M (KS2)	46% (2019 data)		
Pupil premium allocation this year	£69,960	% achieving high standard R,W,M (KS2)	4% (2019 data)		
Senior leader signing off this strategy	David Brownsword	% of pupils reaching expected standard in phonics check (end of Y1)	89% (2019 data)		

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.	
Priority 3 Identify gaps in learning and address these in whole class teaching and targeted support.	
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	£43000
<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 to enable learners to access learning.	
Priority 3 Interventions that address basic skills and close gaps in 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	£25000
<i>Wider strategies</i>	
Priority 1	Support children to develop emotional self-regulation skills to enable them to access learning.
Priority 2	Support families with attendance and encourage children to attend as much as possible.
Barriers to learning these actions address Improving readiness to learn for the most disadvantaged pupils	
PP expenditure on wider strategies	£14000

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.	
<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> TAs to run small groups interventions, lead regular training for staff and follow-up support.	
Targeted support key challenge Relationship between school and parents/carers to be developed to support communication	
<i>Mitigating action</i> New head and SLT to build positive relations, office staff to develop positive relationships, teachers and TAs to communicate with parents in person, via email and using Class Dojo	