



Stanah Primary School

1. Summary information					
School	Stanah Primary School				
Academic Year	2016/17	Total PP budget	£76,200	Date of most recent PP Review	Sept 2016
Total number of pupils	398	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jan 2017

	<i>Pupils eligible for PP (your school)</i>	
	Whole school	Year 6
% achieving expected attainment or above in reading, writing and maths	38%	29%
% making at least one year of progress in reading	82%	71%
% making at least one year of progress in writing	68%	57%
% making at least one year of progress in maths	84%	71%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High ability pupils who are eligible for PP in years 3, 4 and 5 are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement at the end of Key Stage 2.
B.	Over 40% of the children who are eligible for PP have social and emotional needs that impact on their ability to achieve the expected progress. This prevents sustained achievement at the end of Key Stage 2.
C.	Behaviour issues for a small group of Year 5 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D. There are no significant external barriers

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, Y4, Y5 and Y6 by teacher assessments, summative testing and successful moderation practices overseen by the moderation team.
B.	Higher rates of progress across KS2 for PP children with social and emotional needs	Pupils eligible for PP identified as having social and emotional needs make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, Y4, Y5 and Y6 by teacher assessments, summative testing and successful moderation practices overseen by the moderation team.
C.	Behavioural issues of Year 5 pupils addressed.	Effective behaviour management techniques will be implemented to reduce the number of behavioural incidents. There will be fewer recordings of behavioural incidents.
D.		

4. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Higher rates of progress across KS2 for high attaining pupils eligible for PP.	<p>Staff training including TAs on Higher Order Questioning Skills.</p> <p>Monitoring of planning and books to see that lessons offer suitable challenge.</p> <p>Next step marking is used effectively</p> <p>Observations of lessons to ensure quality of teaching and support</p> <p>CPD on providing stretch for high attaining pupils.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Use staff meetings to update training</p> <p>SMT to monitor planning and books, giving targeted feedback</p> <p>Marking will follow policy</p> <p>Observations will show quality teaching and support that challenges and extends higher attaining pupils</p> <p>Course selected using evidence of effectiveness.</p> <p>Use Staff meetings to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	<p>KS1 Assistant head</p> <p>KS2 Assistant head</p>	Jan 2017
B Higher rates of progress across KS2 for PP children with social and emotional needs	<p>Courses for specific staff to extend skills for dealing with children with emotional needs</p> <p>SENCO to deliver training through staff meetings and INSET</p> <p>FSW to feedback to SLT about cases every fortnight</p>	<p>We are investing PP in longer term change which will help all pupils. Sources of evidence suggest (DfE) suggest that children with high levels of social and emotional wellbeing achieve better attainment. For academic progression, better emotional wellbeing is a key factor in primary school. Investing a family support worker will help facilitate this change.</p>	<p>FSW feedback at SMT meetings so needs for individual children can be addressed.</p> <p>Courses for specific staff to help them deal effectively with social and emotional needs</p> <p>Whole school initiatives e.g diversity training</p>	Deputy Head	Jan 2017

C Behavioural issues of Year 5 pupils addressed.	Use of whole school behaviour strategies including use of Dojo	Sources of evidence (INSET Jason Bangbala) show that having a consistent and fairly applied behaviour system is the most effective way to promote good behaviour	INSET training for all staff Monitoring that behaviour policy is being followed by all staff	Deputy Head	Jan 2017
Total budgeted cost					£7376

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Higher rates of progress across KS2 for high attaining pupils eligible for PP.	1-1 and small group provision to extend reading fluency and comprehension. Use of IDL as targeted support to extend PP	Some of the pupils need opportunity to develop their higher order thinking skills in order to progress in line with their non pp peers. Use of programmes like IDL which are tailored to the children's needs to help them progress in line with their non pp peers.	Base line assessment to be completed Observation of groups/ 1-1 Greater attainment for higher ability PP pupils in reading IDL tracker will show progress	English co-ordinator	Jan 2017
B Higher rates of progress across KS2 for PP children with social and emotional needs	1-1 and small group activities with FSW or relevant outside agencies 100% contribution to free residential events, school trips, music lessons, ASC	Children cannot improve their attainment if they are not secure in their social and emotional wellbeing (DfE) Children need not fear missing out on social activities due to money	1-1 time with FSW Group work with FSW FSW to liaise with families and outside agencies Records will be kept and attainment to improve.	Family Support Worker	Jan 2017
Total budgeted cost					£67615
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Behavioural issues of Year 5 pupils addressed.	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 5 teachers	Jan 2017
Total budgeted cost					£2585

