

Pupil premium strategy statement **Stroud Valley**

1. Summary information					
School	Stroud Valley Primary School				
Academic Year	2017/18	Total PP budget	£72,150	Date of most recent PP Review	x3 per year
Total number of pupils	251	Number of pupils eligible for PP	44 17% National figure 26.6%	Date for next internal review of this strategy	June 2018

2. Current attainment			
	<i>Pupils eligible for PP (school) 5 children</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		48%	67%
% making progress in reading	60%	60%	77%
% making progress in writing	100%	66%	81%
% making progress in maths	40%	63%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Social and emotional needs of pupils who are eligible for PP funding is one of the main issues across both key stages.
B.	Children who are eligible for PP funding on entry have fewer communication skills than their peers alongside less developed gross and fine motor skills.
C.	Children entitled to PP funding make less academic progress in maths, reading & writing when compared with all other children. (see planned expenditure for specific year group information)
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	A broad range of parental issues: financial issues; relationship issues; wider family issues. These issues affect the children whilst in school as well as in the domestic setting.

4. Planned expenditure

Academic year	2017/18				
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	Cost
Ensure children's emotional needs are met through regular group self-esteem nurture groups are happening for identified children. Including 1-1 meetings when necessary throughout the year.	Employ a fulltime Family/Child Support Worker to support children and their families. Identify a targeted behaviour intervention for identified children. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	Feedback from staff during staff meetings. Communication with social workers. Data analysis.	Clear focused targets Rigorous paperwork Effective communication with all relevant stakeholders. Regular data analysis.	RY SH DS	£28,303
Children become more emotionally robust and able to articulate their feeling and emotions.	Play Therapy	Children who feel safe and happy are able to progress socially / emotionally and academically.	A trained play therapist works alongside children in need of 1-1 emotional and social input.	RY DS	£3516
Children have a settled start and end to the school day.	Breakfast club & after school provision for children.	Children arrive and are fed a wholesome breakfast and are able to interact with their peers and adults in a positive way.	Breakfast /after school provision is provided by SVS staff.	DS	£3,300
A. Improved oral language skills in KS1 B. Improved fine & gross motor skills in KS1	TA's employed to support identified children for specific interventions e.g. fizzy (motor skills) speaking & listening intervention.	We want to invest some of the PP in longer term change which will help all pupils and start intervention as early as possible when issues have been identified.	Training for staff and regular feedback regarding child progress.	SH	£6,200
Specific groups of children are making less progress than their peers in reading writing and maths. Aim is for the children to close the gap through focussed intervention.	TA's employed to support identified children for specific interventions. 1-1 feedback.	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.	Deputy head to work alongside TA's to plan a timetable of support based on level and areas of need.	SH	£9,000

B. Improved progress for PP maths.	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.	Girl's eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in maths. We want to ensure that PP pupils can achieve expected 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.	Course selected using evidence of effectiveness.	Maths Lead	April 2018 £3500 (funds not yet allocated)
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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	
Close the gap in year 6 for children entitled to pp funding when compared to those not.	One to one tuition delivered by qualified teacher using planned programme.	Prior years increased scaled scores. Increased progress amongst participating children compared to peers, as measured using scaled scores.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	SH	£15,000

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	
Improve children's reading skills and the frequency they are heard reading by an adult.	Employ a MDS per class for an additional half hour after lunchtime.	Reading and comprehension skills have improved for the children that are heard reading daily. Some children that are not on the PP register also have benefitted from the additional reading sessions.	Teachers feel that the children that are heard reading have benefitted from the additional reading time. This initiative will continue in the next academic year.	SH	£5,319

5. Review of expenditure

Previous Academic Year	2016/2017
i. Quality of teaching for all	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children entitled to PP funding are progressing emotionally and socially in line with peers and where necessary making progress towards closing gaps in learning.	All expenditure was monitored and reviewed for effectiveness by the PP lead.	All support and processes put into place are monitored throughout the year and at the end of the academic year. Successful intervention will be continued.		