

## Pupil premium strategy statement **Stroud Valley**

| 1. Summary information |                                     |                                  |                                 |  |                |
|------------------------|-------------------------------------|----------------------------------|---------------------------------|--|----------------|
| School                 | <b>Stroud Valley Primary School</b> |                                  |                                 |  |                |
| Academic Year          | 2019/2020                           | Total PP budget (anticipated)    | 85,080                          | Date of most recent PP Review                  | x3 per year    |
| Total number of pupils | 251                                 | Number of pupils eligible for PP | 60 24%<br>National figure 15.8% | Date for next internal review of this strategy | September 2020 |

| End of Key Stage Data 2019                       |   |   |                   |                                    |  |
|--|---|---|-------------------|------------------------------------|--|
|  | <i>Pupils eligible for PP (school)<br/>9 children</i> | <i>Pupils not eligible for PP<br/>28 children</i> | <i>Difference</i> | <i>All pupils at Stroud Valley</i> | <i>All children (national average)</i> |
| <b>% achieving in reading, writing and maths</b> | 56  | 82  | 26                | 76                                 | 65                                     |
| <b>% making progress in reading</b>              | 67  | 86  | 19                | 81                                 | 73                                     |
| <b>% making progress in writing</b>              | 56  | 86  | 30                | 78                                 | 78                                     |
| <b>% making progress in maths</b>                | 78  | 89  | 11                | 86                                 | 79                                     |
| <b>% making progress in GPS</b>                  | 78  | 79  | 1                 | 78                                 | 78                                     |

In 2019 51% of disadvantaged pupils reached the expected standard in all of reading, writing and maths compared to 71% of all other pupils, a difference of 19.

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) |  |
|---|--|
| <b>In-school barriers</b>   |  |
| <b>A.</b>   | Social and emotional needs of pupils who are eligible for PP funding is one of the main issues across both key stages.                                   |
| <b>B.</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. |

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|-----------|--|
| <b>C.</b> | 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) |
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**External barriers** (*issues which also require action outside school, such as low attendance rates*)

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| <b>D.</b> | 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. |
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**3. Planned expenditure**

|                      |                |
|----------------------|----------------|
| <b>Academic year</b> | <b>2018/19</b> |
|----------------------|----------------|

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**

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> |
|--|--|---|--|-------------------|
| 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<br>Rigorous paperwork<br>Effective communication with all relevant stakeholders.<br>Regular data analysis. | RY SH DS          |
| 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             |
| 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                |
| A. Improved oral language skills in KS1<br><br>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                |
| Specific groups of children are making less progress than their peers in reading writing and maths. Aim is for the children to close   | 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                |

|   |   |  |   |                         |
|---|---|--|---|-------------------------|
| the gap through focussed intervention.  |   |  |   |                         |
| B. Improved progress for PP maths and English   | 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. | Teachers and TA's work on a 1-1 basis to address misconceptions and support the children by modelling how to self evaluate and set targets for improvement.  | Course selected using evidence of effectiveness.  | Maths and English Leads |
| <b>ii. Targeted support</b>   |   |  |   |                         |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>       |
| 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                      |
| <b>iii. Other approaches</b>  |   |  |   |                         |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>       |
| 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                      |

#### 4. Review of expenditure

Previous Academic Year

2018/2019

##### i. Quality of teaching for all

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   |
|--|---|---|--|
| <p>Children entitled to PP funding are progressing emotionally and socially in line with peers and where necessary making progress towards closing gaps in learning.</p> | <p>All expenditure was monitored and reviewed for effectiveness by the PP lead.</p> | <p>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.</p> | <p>The pupil premium expenditure breakdown, details the costs and intended outcomes of all that has been put into place to support the children with pupil premium funding. The summary of intervention and review document explains the planned expenditure for the 2019 / 2020 academic year.</p> <p>Writing results differ significantly for those with pp funding v's those that do not. Writing lead to track children's progress in writing and liaise with teachers to engage in interventions focussed on writing.</p> |