



Pupil premium strategy statement 2019-22

School overview

Metric	Data
School name	Stoke Holy cross Primary
Pupils in school	206
Proportion of disadvantaged pupils	13% (27 pupils)
Proportion of disadv. and SEND pupils	33% (8 pupils)
Pupil premium allocation this academic year	£40,280 £28,380 C/F 19-2020
Academic year or years covered by statement	2019-22
Publish date	September 2020
Review date	September 2020/21/22
Statement authorised by	Full Governing Body
Pupil premium lead	Headteacher
Governor lead	Andy Nicklin

Disadvantaged pupil progress scores for last academic year

(Data based on FFT analysis from teacher Assessment 2019-2020)

Measure	Score
Reading	3.3 (Nat 0.32 18/19)
Writing	-0.3 (Nat 0.27 18/19)
Maths	-1.02 (Nat 0.37 18/19)

Disadvantaged pupil performance overview for last academic year

Measure	Reading	Writing	Maths	
Meeting expected standard at KS2	60%	60%	60%	(Nat 71% 18/19)
Achieving high standard at KS2	40%	20%	0%	(Nat 13% 18/19)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	66% combined

Achieving high standard at KS2		0%
Measure	Activity	
Priority 1 SIDP 1.3, 1.5, 1.6, 1.7 4.1, 4.2, 4.3 5.1, 5.3,	<p>Staff focus on staff training and use of support staff to deliver the phonics scheme effectively to raise achievement in phonics, reading and into writing. Support the development of speech, listening and communication skills to accelerate learning in Lower School and KS2. Improving writing, especially boys, across the school.</p> <ul style="list-style-type: none"> • Phonics training for TAs – Oct 2020 - £715 • Lesson study – Lower School to enable peer to peer support - £600 • TAs deployed to work with groups - £15,000 • Progress meetings to plan next steps – 2 days - £800 to cover SLT • Training for speaking and listening support – 1 day training SENDCo to TAs - £200 supply, 1 day to prepare £200 • WellComm – Speaking and Listening support for early years - £495 resourcing, £200 training • Reading books aligned to phonics phases - £2000 • Development for Reception teacher - £500 half day of support, £140 supply • EYFS network for development of EYFS practice - £100 fees, • ‘Motivating boys to write’ session – whole staff, £500 training, £100 additional hrs for TAs. • Outstanding Teacher Programme courses for 2 teachers - £3060 fees/supply 	
Priority 2 SIDP 1.4 4.1, 4.2, 4.3	<p>Develop Maths teaching and Learning to support mastery in Maths.</p> <ul style="list-style-type: none"> • LA Maths Leadership attendance - Nil • Lesson Study – Upper School – use of questioning for assessment (autumn term/spring) – £800 supply • Training for Teachers/TAs-Liz Gibbs £200, preparation for staff meeting focus £200 supply 	
Barriers to learning these priorities address	Ensure school use evidence-based whole-class teaching interventions.	
Projected spending	£25810	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 (0)	July 21
Progress in Mathematics	Achieve national average progress score in KS2 (0)	July 21
Phonics	Achieve national average expected standard	July 21
Other	Support Social, Emotional and Mental Health to enable pupils to access their learning.	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 SIDP 1.3, 1.5, 1.6, 1.7 4.1, 4.2, 4.3 5.1, 5.3,	<ul style="list-style-type: none"> • Sound Discovery delivered to pupils in Y3, who did not take the Y2 phonics and have been identified as needing support with spelling – staff - £3000 (due to C-19, only KS2 pupils selected for Sound Discovery) • Socially speaking offered to more groups of pupils (EEF recommendation for improving literacy) – staff - £3000 • Appoint additional TA to support phonics, reading into writing – TA - £15000
Priority 2 SIDP 1.4 4.1, 4.2, 4.3	<ul style="list-style-type: none"> • Teacher to offer specialist teaching support • NFER assessments – papers, QLA, pupils identified, areas prioritised - £800 supply to enable tasks (teacher workload)
Barriers to learning these priorities address	<p>Ensure pupils skills are closely monitored on entry to each year group and gaps in learning addressed.</p> <p>Monitor reading more closely.</p> <p>Use assessment tools for Maths intervention to track progress.</p>
Projected spending	£21800

Wider strategies for current academic year

Measure	Activity
Priority 1 SIDP 1.2 2.1, 2.2, 3.1, 3.4, 3.5 5.4	Social, Emotional and Mental Health support. <ul style="list-style-type: none"> • Benjamin Foundation Therapeutic sessions - £4,500 • Drawing and Talking sessions – trained adult - £2000 • Training for staff – upskill all staff • Step On training - £750 • Stories to explore emotions (EEF SEL recommendations) – resources - £300 • Subject Lead time to monitor PSHE/RSHE scheme - £400 • Explore play therapy approach - £3000 • Explore Forest School sessions – adult L1 trained and/or ad hoc L3 adult bought in - £4000
Priority 2 SIDP 2.3 3.1, 3.2, 3.3 4.4 5.2 4.4	Access to school activities which enable pupils to have good attendance and receive nurture. <ul style="list-style-type: none"> • Sensory Circuits – adults x2 - £2000 • Sensory resources - £400 • Lego club – training for adult - £500 • Lego club materials - £200 • Zumba/fitness club – adult - £2000 • Contingency for equipment, access to clubs, breakfast - £1000
Barriers to learning these priorities address	Improving attendance and readiness to learn, through initiatives provided by the school.
Projected spending	£21050

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Provide time for CPD and planning needs.	Use of Inset days. Additional cover for release provided by budget.
Targeted support	Staff members to have time to prepare for implementation of interventions.	CPD provided. Time given through cover. Timetables reviewed.
Wider strategies	Engaging the pupils facing the most challenges.	Develop support staff to work with families.

		Establish outside agencies to support school with nurture/SEMH strategies.
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Review: 2019-2020 aims and outcomes

Aim	Outcome
Progress in Reading	We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of morning groups in all year groups and targeted groups in the afternoons.
Progress in Writing	Whilst handwriting has improved with a focus on pens, tramlined books and the hand writing scheme across the school, standards of writing remain average. This objective for disadvantaged and all children will remain a focus for PPG expenditure and the SDIP
Progress in Mathematics	Our planned Maths focus and expenditure was reviewed as we reconsidered the use of a scheme and the lack of suitable intervention materials. School will look at the Maths needs and intervention materials 2020-21.
Phonics	No Phonics check was taken due to lock down. Y1 teacher reports that 75% of pupils were on track Mar 2020. Pupils will take their check in the aut of Y2.
Other – Social, Emotional and Mental Health	<p>Our focus on SEMH support for pupils continues to be successful and this approach will continue in future.</p> <p>Pupils who are more regulated have better learning attitudes and are less disruptive back in the classroom.</p> <p>A parent reported how much the child looked forward to the talk therapy through the Benjamin Foundation T4U.</p> <p>Parents have reported the benefit of the Drawing and Talking sessions – ‘I think XXX looks forward to “Drawing and Talking” again, a lot gets processed in their head. Any vent on getting that out is a good one.’</p>

	<p>Our sensory sessions influence the children by improved punctuality and by making their transitions easier entering school and after breaks.</p> <p>Our bullying incidents are low (Ofsted 2019).</p>
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