

Pupil Premium Strategy Statement 2016-17 : STOW ON THE WOLD PRIMARY SCHOOL

| 1. Summary information | | | | | |
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| School | <p>Stow-on-the-Wold Primary School</p> <p>The pupil premium funding stream was introduced to give support to those children who have ever been in receipt of free school meals, over and above main school funding. Children who are looked after or who have special guardianship, or are the children of service men and women are also eligible for additional funding. The money is to be used to close the gap between the children and their peers and to reduce inequalities making sure that children reach their full potential academically and socially. Decisions have been made in consultation with the full governing body and other local primary Schools</p> <p>Ofsted commented that “additional funding is well used. It is focused very clearly on the needs of eligible pupils and is effective in accelerating their progress. The school has also organised its budget to enable five classes to be maintained, so enabling smaller teaching groups” June 2014</p> <p>Number of pupils and pupil premium grant received</p> <p>Total number of pupils on roll : 128 Total number of pupils eligible : tbc Amount received £ 36,580 Amount spent £ 54,388 The school has used other budget monies to top up these particular initiatives</p> | | | | |
| Academic Year | 2016-7 | Total PP budget | 36,580 | Date of most recent PP Review | March 2017 |
| Total number of pupils | 128 | Number of pupils eligible for PP | 19 | Date for next internal review of this strategy | March 2018 |

| 2. Current attainment at KS2 in 2016 | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % Y6 achieving in reading, writing and maths combined | 60% | 53% |
| % at KS2 2016 reaching expected standard/ progress scaled scores compared with national average progress in reading | 60% 4.44 | 66% |
| % at KS2 2016 reaching expected standard/ progress scaled scores compared with national average progress in writing | 60% 3.32 | 74% |
| % at Ks2 2016 reaching expected standard/ progress scaled scores compared with national average progress in maths | 80% 6.15 | 70% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers | | |
| A. | Access to support and advice for families of children in receipt of PP and also with additional needs such as additional cognition and learning or social and emotional needs | |
| B. | Access to nurture and in school one to one help and catch up programmes for high and lower attaining PP and vulnerable PP pupils | |
| C. | Support for two high attaining PP pupils requiring additional supervision | |
| External barriers | | |
| D. | Attendance rates for all pupils in receipt of pupil premium | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Parents and carers to have easy access on site to high quality early help and support and ongoing support at reviews/meetings and with paperwork and applications, access to services, food bank, legal advice and moral support in professionals meetings | Parents to be well supported and signposted to additional help and report feeling able to support their children |
| B. | Children in need of nurture and mental health support to support their emotional development and wellbeing and in receipt of pupil premium plus will have their needs met Children in need of catch up and interventions will have ready access to staff with the right skills and capacity to support them | Children will be able to access nurture groups/ provision Children will make progress on Boxall scale Children will be able to access the curriculum more readily |
| C. | Children who are vulnerable require additional supervision and support during a difficult transition time | Children are well supported Children have their specific needs met Children are easily assimilated into school life |
| D. | A minority of PP children require improved attendance rates | Attendance will be very closely scrutinised and monitored Attendance will show rapid rates of progress and be consistently improved |

| 5. Planned expenditure | | | | | |
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| 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? |
| Smaller class sizes overall to benefit all pupil especially those in receipt of PP in KS2 | Continued employment of three full time teachers in KS2 to provide class sizes smaller than expected | Proven evidence from school that smaller class sizes improve teacher: pupil ratio time and progress Increased capacity to support PP children | Rigorous monitoring and self-evaluation procedures Pupil progress meetings Staff performance management | E Tuck, K Bramley N Cox | On going, September 2017 initially then March 2018 £28,266 |
| Additional focused training for all staff with regard to supporting PP children | Attachment and trauma training sessions Autism awareness training sessions Lego play therapy | Recommended by the local authority advisory teachers and other service users | Ensure correct staff are trained and that feedback is given to the rest of the staff and clearly evaluated | Rebecca Scutt (head) Sarah Mann (Children's centre) Liz Hamilton (PSA) | After each training session @£60 per adult £120 |
| Total budgeted cost | | | | | £28,388 |
| 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? |
| Mental health nurse/counsellor Access by children to a mental health nurse/counsellor for targeted well being sessions | Commissioned work from a cluster mental health nurse situated at Bourton Windrush Hub | Proven track record of effective support for vulnerable pupils in nearby schools In consultation with Virtual school and social care | Regular review every month Feedback from colleague head teachers and the family | Liz Hamilton Rebecca Scutt | After first session then 3 monthly £45 an hour £450 |

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| Attendance and Pupil Premium champion | Continued employment of an attendance officer pupil premium champion | Proven track record over past two years of improved attendance for targeted children and groups of children overall Capacity to track and monitor interventions for PP children. | Attendance reviews every month Written reports alternate months to Governing Body Pupil progress meetings Staff performance management | Alison swallow | On going, September 2017 initially then March 2018 £18850 FTA 0.5= £ 9425 |
| Employment of two part time intervention Teaching assistants | Continued employment of two additional TAs to provide targeted support in Ks1 and Ks2 for pupil premium children | Proven evidence from school additional TAs supports progress by PP children and gives school the capacity to support PP children | Rigorous monitoring and self-evaluation procedures Pupil progress meetings Staff performance management | Suzie Heath Hayley Luney | On going, September 2017 initially then March 2018 £9141 |
| Employment of a PSA in school at least one and a half days a week | Access to a full time PSA Parent Support Advisor for at least one and a half days a week | This is a proven and successful approach across a cluster of school and will continue to be an effective use of pupil premium across the cluster and is now well embedded in the school provision for families | COSMIC cluster head track impact on families, case studies provided at regular intervals, chronologies of support as evidence of ongoing impact, attendance at meetings and reviews as requested | COSMIC group of head teachers and school Governing body | On going financial commitment @£5,000 |
| Total budgeted cost | | | | | £24,006 |
| 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? |
| Support for Children who find friendships difficult, do not engage in classroom activities, disrupt sessions or have difficult relationships with their parents and other adults | Access to a Nurture environment for those children in need of attachment and trauma support | Proven track record with children in the locality and meeting their needs The need for continuity of care for new pupils The hub provides an 18 week nurture programme for children who find attachment to adults and peers difficult. | Rigorous tracking of pupils using Boxall scale Weekly feedback from hub Review meetings and TAC meetings for targeted children | Rebecca Scutt Liz Hamilton Alison swallow | After a month, three months, six months and after 18 weeks £1000 per pupil |

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| Finances for extra curricular activities for PP pupils | Access to all curricular and extra curricular activities for PP pupils | To ensure they do not miss out on any activity due to financial grounds | On going monitoring of all trips and activities | Mrs Napoli and Mrs Swallow | On going , monthly on the budget print out £1000 |
| Total budgeted cost | | | | | £2000 |

6. Review of expenditure

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| Previous Academic Year | 2015-16 |
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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 |
|--|--|--|--|---------------------------|
| <p>Smaller class sizes overall to benefit all pupil especially those in receipt of PP in KS2</p> <p>Additional focused training for staff with regard to supporting PP children and closing the gap Training for staff</p> | <p>Employment of an additional full time class teacher in KS2 Pupil premium monies will be used to train staff in any aspects required for effective development of PP children and to purchase resources/ licences as required to support PP children.</p> | <p>The additional class teacher paid in part by the pupil premium means small class sizes benefitting all children including those in receipt of pupil premium. Class sizes reduced to around 20 and to increase opportunities for one to one tuition and small group support in class.</p> <p>Impact on results can be seen by looking at attainment and pupil progress rates for each year group in KS2.</p> <p>KS2 staff have also continued one to one tuition and small group support before and after school in preparation for SATS.</p> <p>Pupil premium monies used to train staff in any aspects required for effective development of PP children and to purchase resources/ licences as required to support PP children.</p> | <p>Smaller class sizes has given the school the increased capacity to be inclusive to those with additional needs and the school is getting a reputation for a nurturing environmental suitable for those with additional complex needs. This does mean an additional burden on the school for those pupils requiring intensive support but not financially supported by eg an EHCP</p> <p>Training on aspects of the curriculum directly benefits pupils in receipt of PP The school was able to train two members of staff at course aimed directly at PP funding such as Closing the gap conference, attendance training</p> <p>Ofsted commented that “additional funding is well used. It is focused very clearly on the needs of eligible pupils and is effective in accelerating their progress. The school has also organised its budget to enable five classes to be maintained, so enabling smaller teaching groups” June 2014</p> | <p>£28266</p> <p>£450</p> |

| <p>Attendance and Pupil Premium champion To monitor teaching and learning and impact especially on attendance and interventions for those in receipt of PP</p> | <p>Employment of a pupil premium champion to monitor and support the progress of pupil premium children through direct intervention in the classroom and though an overall monitoring and tracking role.</p> | <p>Employing an HLTA to champion the cause of Pupil premium children, to oversee their academic progress, to ensure clear identification of their needs and close monitoring of their progress. The champion is also a school Governors and oversees expenditure of pupil premium monies and holds leadership to account. The pupil premium champion also oversees attendance of the most vulnerable pupils, set up attendance plans, attend meetings and reviews, make daily calls and home visits if required to ensure PP pupil attend school regularly</p> | <p>The approach has worked well and has resulted in improved attendance for PP pupils and targeted support for all children in school, monitoring their attendance and keeping an over view of their progress. Some of the children causing most concern regarding attendance are not in receipt of PP More rigor is required in terms of tracking the group in 2016-17</p> | <p>£18,850</p> |
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| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |
| <p>Staff to provide targeted support for children both one to one and for parents and whole families- families and vulnerable children Commissioning of services Attendance by PSA at family case conferences, individual reviews, annual reviews, meetings with social care, multi agency meetings.</p> | <p>Employment of a PSA in school at least one and a half days a week</p> | <p>Targeted support as set out in outcomes achieved in full. The PSA facilitates conversations between the most vulnerable families and the school helping with mediation, paperwork, external agencies Pupils also speak directly to the PSA about their concerns and the PSA has either worked with them or referred them to additional specialist help and support. The social and emotional needs of many of the PP pupils has improved as a result of the impact of the PSA and families working collaboratively, case studies available for inspection The availability of the PSA has also enabled targeted support for those not in receipt of PP across the cluster of schools.</p> | <p>This is a proven and successful approach across a cluster of school and will continue to be an effective use of pupil premium across the cluster and is now well embedded in the school provision for families Ofsted 2014 commented that this has “been very successful in arranging support for several families from a range of agencies” June 2014</p> | <p>£7700</p> |

| iii. Other approaches | | | | |
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| 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 |
| Targeted Intervention groups Targeted interventions to support PP children to keep up with their peers and catch up as required, one in KS1 and one in KS2 | Employment of two part time intervention Teaching assistants to support children in class, to implement intervention programmes including Rapid Phonics, Rapid Maths, and one to one interventions and tuition, Talk Boost training | Two additional teaching assistants employed in KS1 Class 1 and KS2 Class 3, paid in part by contributions from the pupil premium grant. Phonics catch up for those in receipt of PP in Y1 who are not expected to pass the phonics test. All children have made some progress and some are beginning to close the gap and make accelerated progress, data available in school. Liaison between class teachers and teaching assistants has been greatly enhanced. Talk boost and other literacy based interventions aimed at raising standards of communication for PP pupils in Class One | This has been very successful and has enabled the school to support PP children and other children more effectively across the school in terms of intervention groups and additional support both in KS1 and KS2 Ofsted 2014 commented that “teaching assistants are skilled and are a significant element in helping pupils to make progress, particularly but not exclusively for those who find learning more difficult” June 2014 | £9141 |
| Availability of a space for children to access nurture and specialist mental health support via a nurture hub or similar in the locality. | Establishment of a nurture hub in the locality | The hub is available for any child who is falling behind their peers due to a lack of nurturing and emotional development in their early years. The hub at Bourton on the Water Primary school is therefore available to the school should they require a PP pupil to attend. The hub runs 18 week long sessions with three sessions a week per child for an additional £500. | Hub is now up and running Hub has a proven track record with several children in the locality Hub is available for children at Stow if required. | £500 |

7. Additional detail

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