

Pupil Premium Strategy Statement 2018-19 : STOW ON THE WOLD PRIMARY SCHOOL

1. Summary information					
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 : 130 Total number of pupils eligible :26 including PP Plus Amount received £ 35,640 Amount spent £ 60,784 The school has used other budget monies to top up these particular initiatives to their total amount</p>				
Academic Year	2017-8 Financial year 18-19	Total PP budget	30,360	Date of most recent PP Review	March 2018
Total number of pupils	130 March 2018	Number of pupils eligible for PP	26	Date for next internal review of this strategy	November 2018

2. Current attainment at KS2 in 2017 (and over previous two years, shown due to small numbers in each cohort)				
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)
Year (and numbers of pupil premium children shown in brackets)	2015 (3)	2016 (5)	2017 (2)	
% Y6 achieving in reading, writing and maths combined	33% / 97.8	60% /100.9	50%/ 96.6	61%
% at KS2 2017 reaching expected standard/ progress scaled scores compared with national average progress in reading	67%/ 98.0	60%/ 99.8	50%/ 95	71%
% at KS2 2017 reaching expected standard/ progress scaled scores compared with national average progress in writing	33%/-	60%/ 95.2	50%/ 97.0	76%
% at Ks2 2017 reaching expected standard/ progress scaled scores compared with national average progress in maths	67%/ 98.3	80%/ 102.2	50%/ 96	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
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 and support for two children entitled to PP Plus requiring intensive support	
External barriers		
D.	Attendance rates for 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 Help will also take the form of additional financial support for very targeted activities	Parents to be well supported and signposted to additional help and report feeling able to support their children Parents will feel supported to ensure that their children can take part in all activities without financial hardship
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 or similar Children will be able to access the curriculum more readily and close the gap with their peers Children will feel well supported by school staff academically and socially
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 Children are prepared for the next steps in their school career
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					
Academic year	2018-19				
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	R Scutt A James N Cox	Ongoing, November 2018 initially then March 2019 £28,266 part funded by PP
Additional focused training for all staff with regard to supporting PP children	SRE for children with additional needs training Self harm training Attachment and trauma training sessions Autism awareness training sessions	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 Hub) Liz Hamilton (PSA)	After each training session @£60 per adult £120
Total budgeted cost					£28,386
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 and on site Community Hub	Proven track record of effective support for vulnerable pupils in nearby schools In consultation with Virtual school and social care and Hub	Regular review every month Feedback from colleague head teachers and the family	Liz Hamilton Rebecca Scutt	After first session then 3 monthly £5 an hour to hub donation £350 x 2-£700

Attendance and Pupil Premium champion	Continued employment of an attendance officer pupil premium champion	Proven track record over past three 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, November 2018 initially then March 2019 £18850 FTA 0.5= £ 9425
Employment of two part time PP pupil targeted 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, November 2018 initially then March 2019 £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 day a week plus triaged time as required.	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 Governin g body	On going financial commitmentbut reduced by 10% by head offering supervision to PSA for 2018-19 @£7500
Total budgeted cost					£26,766
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 PP and PP plus 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 in BOTW 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. <i>OR use of Community hub, see below</i>	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 @£300 per child

<p>Improved concentration and ability to learn through nurture based activities on site</p>	<p>Establishment of a Stow community based nurture hub in the locality</p>	<p>Hub working effectively for two terms in Stow supporting now up to 5 children each week, plans to use this further in the coming year</p> <p>Hub support has been well received by those in receipt of PP plus and those with emotional and social needs, social workers have commented on positive impact, along with Foster carers</p>	<p>Hub is now up and running and will be the focus for monies in 2018-19 instead of the Bourton equivalent</p> <p>Hub has a proven track record with several children in the school for one to one support</p>	<p>Rebecca scutt Liz Hamilton Sarah Mann</p>	<p>£500 approx. to date, more to be invested in 2018-19 with additional funding for PP plus children from virtual school</p>
<p>Improved concentration and ability to learn, improved attendance and strengthened parental relationships through breakfast club attendance</p>	<p>Settled and staggered start to the school day for vulnerable families</p> <p>Availability of free breakfast club for those in receipt of PP</p>	<p>Breakfast club offered free to PP children Breakfast club has been greatly enhanced by Tesco Fare share donations which are collected voluntarily by PSA and breakfast club leaders twice a week in the evenings, it is hoped this scheme will continue. Uptake is very good and has helped attendance for some PP children as parents can juggle other commitments that were impacting in attendance</p>	<p>Breakfast club is very popular and is now relocated in community hub which has been fully risk assessed and equipped, this is a much better place for breakfast club and children are very keen to attend. The venue is discrete from the school although right on the playground and is very good for positive transition times and liaison time for PP parents in the morning.</p>	<p>Mrs Nicholson Mrs Cato Miss heath in consultation with Mrs Hamilton Mrs Swallow and Mrs Stubbs</p>	<p>£2 a day per child (£10 a week) for up to 26 children (£260 a week max) and up to 38 weeks a year but take up is not by all Current up take is @ 10 a day £3800 a year max</p>
<p>Access to all curricular and extra curricular activities for PP pupils</p>	<p>Funding for targeted activities and events for PP children to ensure they are able to fully participate</p>	<p>To ensure they do not miss out on any activity due to financial grounds and continue to build on increased participation rates last year</p>	<p>On going monitoring of all trips and activities to ensure full access and participation</p>	<p>Mrs Stubbs and Mrs Swallow</p>	<p>On going , monthly on the budget print out £1000</p>
<p>Total budgeted cost</p>					<p>£5600</p>

6. Review of expenditure				
Previous Academic Year		2017-18		
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>Employment of an additional full time class teacher in KS2</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>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. This will be continued in 2018-19</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 (to include a proportion of which is attributed to PP of around £7700)</p>
<p>Additional focused training for staff with regard to supporting PP children and closing the gap Training for staff</p>	<p>Staff training to enhance teaching and PP provision and targeted support as well as support for all</p>	<p>The school was able to train two members of staff at course aimed directly at PP funding such as attendance training, attachment and trauma training, and most recently training for delivering age appropriate sex and relationships education for vulnerable pupils and training on recognising and supporting those who self harm</p>	<p>Funding was well used and the school was able to utilise GHLL funding to train all staff on mental well being (along with staff from other schools) which benefits PP pupils and all other pupils too. The Virtual school has offered additional top up funding in 2018-19 in recognition of the good levels of support being offered to PP and PP plus children</p>	<p>Around £120 for two sessions</p> <p>Free sessions on mental health from GHLL used in 2017-18 financial year</p>

ii. Targeted support				
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
Access to a Mental health nurse/counsellor for well being sessions	Commissioned work from a cluster mental health nurse situated at Bourton Windrush Hub and on site Community Hub	Proven track record of effective support for vulnerable pupils in nearby schools In consultation with Virtual school and social care and Hub, however this year instead we have been able to secure the use of a trained counsellor through our own community Hub (Sarah Mann) who has been offering nurture sessions instead	See section on nurture onsite in the community HUB activity as this has been used instead for targeted well being sessions for children	None, see below as plan changed mid year when school managed to take on community HUB
Employment of an Attendance and Pupil Premium champion To monitor teaching and learning and impact especially on attendance and interventions for those in receipt of PP	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.	Employing an HLTA to champion the cause of Pupil premium children has ensured targeted support and a named person to assist class teachers in overseeing their academic progress, ensuring 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	The approach has worked well and has resulted in improved attendance for PP pupils as well as targeted support for all children in school, monitoring their attendance and keeping an over view of their progress. The champion has also been able to ensure children were selected to attend certain activities such as a triathlon for vulnerable pupils and ensure that they have access to all trips and visits and any additional requirements they may have in consultation with PSA. More rigor is required in terms of tracking the group in 2018-19 to target resources more fully and to tackle the persistent absentees who are also PP	£18,850 proportion of week @50% focused on PP children £ 9450

<p>Targeted support for children both one to one and for parents and whole families- families and vulnerable children</p> <p>Commissioning of services</p> <p>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 mainly for vulnerable pupils although available to all pupils</p>	<p>Targeted support as set out in outcomes achieved in full.</p> <p>The PSA facilitates conversations between the most vulnerable families and the school helping with mediation, paperwork, external agencies</p> <p>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.</p> <p>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</p> <p>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</p> <p>It has been decided to increase the spending on this aspect as it is most effective in directly targeting those families in need up to another half a day a week in school on a triage system.</p> <p>Ofsted 2014 commented that this has “been very successful in arranging support for several families from a range of agencies” June 2014</p>	<p>£7500</p>
<p>Targeted Intervention groups</p> <p>Targeted interventions to support PP children to keep up with their peers and catch up as required, one in KS1 and one in KS2</p>	<p>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</p>	<p>Two additional teaching assistants employed in KS1 Class 2 and KS2 Class 3, paid in part by contributions from the pupil premium grant.</p> <p>Phonics catch up for those in receipt of PP in Y1 who are not expected to pass the phonics test or in Year 2 who failed to pass in Y1 .</p> <p>All children have made some progress and some are beginning to close the gap and make accelerated progress, data available in school.</p> <p>Liaison between class teachers and teaching assistants has been greatly enhanced.</p>	<p>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</p> <p>A child who is more able PP in Class 3 has been able to access additional support and opportunities</p> <p>The support will focus more in KS2 from September 2018 as the group of PP children move Class 3</p> <p>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</p>	<p>£9141 as a proportion of their time focused with PP pupils</p>

iii. Other approaches				
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
Access to all curricular and extra-curricular activities for PP pupils	Access to financial support to ensure all PP children are able to attend , access and be well supervised as required at all curricular and extra-curricular activities	<p>Children have all been able to access extra-curricular activities and clubs as required including intensive supervision for two children and additional support to attend activities for two other PP plus children, children have been able to attend free breakfast club which has benefitted attendance and has had other social benefits too.</p> <p>Impact on non PP pupils has been that trips have been well supported and breakfast club continues at a reasonable rate due to increased numbers, and very vulnerable pupils have been able to take part in all requested activities with the use of PP monies whilst keeping other children PP and Non PP safe.</p>	<p>This will be continued and added to in 2018-19 PP pupils benefit from a better start to the day, a calm start to the day, a chance for their parents to access school in a low key manner and for smooth transition, and a chance for employment lifting two pupils out of a workless household as parents could access breakfast club early enough in the day to then go to work.</p> <p>Where tensions between families were perceived breakfast club has been used as a way of avoiding conflict before school and ensuring all children PP and non PP have a good relaxing start to the day</p> <p>It has helped attendance and has helped two PP children who have separation anxieties to come happily into school</p>	<p>On going , monthly on the budget print out £1000</p> <p>Will invest more in 2018-19</p>

7. Additional detail