

Stradbroke Primary School

Pupil Premium Strategy 2018/19

1. Summary information

School	Stradbroke Primary School				
Academic Year	2018/19	Total PP budget	£237,780	Date of most recent PP Review	Feb 2015
Total number of pupils	503	Number of pupils eligible for PP	169 (40.8%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment

KS2 2018 Results	<i>National Average</i>	<i>EXS for PP Stradbroke</i>	<i>EXS for Non-PP National (PP National)</i>	<i>Higher Standard Stradbroke PP</i>	<i>Higher Standard National Non-PP (PP National)</i>	<i>PP Progress Score Stradbroke</i>	<i>Non PP Progress Score National (PP National)</i>
Reading 72% (Without the IR 81%)	75%	78% (Without the IR 86%)	80% (64%)	33%	33% (18%)	-0.12	0.3 (-0.6)
Writing 75% (Without the IR 85%)	78%	83% (Without the IR 90%)	83% (67%)	13%	24% (11%)	0.6	0.2 (-0.5)
EGPS 72% (Without the IR 81%)	78%	83% (Without the IR 90%)	82% (67%)	38%	39% (24%)		
Maths 72% (Without the IR 79%)	76%	83% (Without the IR 90%)	81% (64%)	21%	28% (14%)	-0.67	0.3 (-0.6)
Combined R,W,M 63% (Without the IR 72%)	64%	74% (Without the IR 81%)	70% (51%)	0%	12% (4%)		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Children enter school with lower than average starting points (Approx. 70% of children are below typical entry levels).
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B.	Low levels of speech and language development.	
C.	High levels of SEN, above average amount of EHC Plans compared to national (particularly within the Integrated Resource).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Above average levels of social economic deprivation.	
E.	Below average attendance.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
		Success criteria
A.	Pupil premium children to make rapid progress compared to starting points.	Diminish the differences
B.	To ensure equal opportunities for disadvantaged children.	Increased participation
C.	Improved attendance.	Attendance above 96%

5. Planned expenditure					
• Academic year		2018-2019			
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?

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Raise quality of first wave teaching	Bespoke CPD for teachers	Teachers need more strategic support to tailor support for learners.	Evaluate quality of teaching, marking, feedback, progress data	JS/SN	Jan 2019
Raise quality of second wave teaching	Bespoke CPD for teaching assistants	To ensure that gaps do not develop or are curtailed swiftly.	Evaluate quality of teaching, marking, feedback, progress data	JS/SN	Jan 2019
Method of support		Success Criteria	Spend	Analysis/Review	
Teresa Heathcote (Literacy Consultant) working with our Literacy Lead and NQTs		Diminish the difference between disadvantaged and non-disadvantaged children in English.	£5,000		
Zoe Wilson		SEN Targeted support and personalising learning through high quality IEPs which are integrated into our Medium Term Planning. Learning support assessments.	£6,000		
Bespoke Weekly Training Package for four NQTs (<i>Cover required to release teachers for CPD</i>)		NQTs to deliver good or better lessons across all areas of the curriculum. By raising the quality of teaching for all this will help diminish the differences between PP and Non-PP children.	£20,000		

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<p>Additional CPD for staff and SLT (Promoting Outstanding Pedagogy and Towards Outstanding Pedagogy) <i>(Cover required to release teachers for CPD)</i></p>	<p>Targeted support around key SIP priorities (Improve teaching to 'Outstanding' across all areas of the curriculum through CPD) which will in turn diminish differences between PP and Non-PP children.</p>	<p>£12,000</p>	
<p>Conrad Burdekin (ESCAL)</p>	<p>Engaging Boys in Writing.</p>	<p>£950</p>	
<p>Coaching to Outstanding <i>(Cover required to release teachers for CPD)</i></p>	<p>Continued focus on differentiating for HA children in Maths and English (SDP target) – increasing the strength of this part of our teaching practice > in turn this will help support progress of all children and diminish the difference between PP and Non-PP children.</p>	<p>£8,000</p>	

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Supply cover (Over-staffing Teachers)	To continue to allow SLT to plan and deliver CPD and allow teachers time for professional development (internal and external courses e.g. Chris Quigley course on Language development – SDP target) as well as visiting 'Outstanding' schools.	£24,000			
Over-staffing of TAs	To continue to allow TAs to attend targeted CPD aimed at diminishing the differences between vulnerable groups. Additional adult support in class to help support all children.	£15,000			
Time for monitoring	Monitor the difference between pupil premium and non-pupil premium children. Evaluate current practice and provide targeted support for children who need it.	£3,000			
Total budgeted cost		£93,950			
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?

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Diminish the differences between disadvantaged and non-disadvantaged.	Additional teachers to support boosting and interventions CPD.	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions CPD evaluations Evaluate impact through careful data scrutiny	JS/SN	Jan 2019
Quality interventions	Resourcing and training	Identified gaps in attainment between vulnerable groups in previous years.	Monitoring interventions Evaluate impact through careful data scrutiny	JS/SN	Jan 2019
Method of support		Success Criteria	Spend	Analysis/Review	
Additional teacher for boosting and interventions in Maths and Literacy. Aimed at lower attaining children who are working considerably below their year group counterparts.		To raise the attainment of disadvantaged pupils with low starting points.	£29,260		
Additional teacher to support boosting and interventions 0.8.		To provide support for lower attaining disadvantaged children in Maths and English.	£32,000		

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<p>Additional TAs to deliver same day interventions (gap-filling).</p>	<p>Targeted interventions - Diminish the differences between pupil premium and non-pupil premium children in line with SIP.</p>	<p>£30,000</p>	
<p>Additional P.E. Coach</p>	<p>Increase the participation of pupils (specifically disadvantaged children) in sports and extra-curricular activities at school.</p>	<p>£19,000</p>	
<p>Children's University</p>	<p>Increase the participation of pupils in extra-curricular activities. Participation in extra-curricular activities has proven to be linked with improved academic progress.</p>	<p>£6,000</p>	
<p>Speech and Language Training</p>	<p>Targeted early intervention for children who require extra language skill support.</p>	<p>£8,000</p>	

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PP Free Breakfast Club	Extra curricular care for our most vulnerable children ensuring they have a healthy start to the day.	£5,000	
Project X Reading Programme (2 TAs trained)	Ensure differences remain below SIP target in Reading.	£3,000	
Toe by Toe Intervention (Training and Resources)	Targeted dyslexic and reading support – Intervention aimed at diminishing the differences between pupil premium and non-pupil premium.	£3,000	
Total budgeted cost		£135,260	

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?
Equal opportunities for disadvantaged children	Extra-curricular visits to support learning experiences	All children have the opportunity to experience extra-curricular activities.	Attendance registers for extra-curricular activities.	JS/SN	Jan 2019
Improved attendance	Support strategies to improve attendance with disadvantaged pupils.	Attendance to improve above national average. Reduce the rate of persistent absentees amongst all pupils, including PP.	Regular attendance reviews. Each class to monitor attendance (with good attendance incentives).	JS/SN	Jan 2019

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Efficient external support for children with complex and significant learning difficulties	SENCO Support (Locality SENCO 0.5 days a week)	To provide additional support for vulnerable children and to support EHCP application process. CPD	SEN review. Data analysis.	JS/SN	Jan 2019
Method of support	Success Criteria	Spend	Analysis/Review		
Zoe Wilson (Locality SENCO support)	Tailored IEPs and in class support for disadvantaged pupils.	£3,000			
Rewards for attendance	Reduce to the rate PP Persistent Absentees. Improve PP attendance across school.	£2,000			
Tracking system updates	Changes to track interventions and targeted monitoring of disadvantaged pupils. Bespoke Termly reports to communicate progress and attendance to parents – improve communication.	£6,500			
Extra-curricular visits to support learning experiences	Equal opportunities for all.	£5,000			
Learning Mentor	Support our most vulnerable children in school.	£4,000			
Mental Health Support	Provide support for our most vulnerable children from outside agencies and CPD for existing staff.	£5,000			

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Additional After School Clubs and Subsidies	Encourage disadvantaged children to take part in extra-curricular activity.	£3,000	
Resources (Bespoke learning aids)	Laptops, I-Pads etc.	£7,000	
Total budgeted cost		£35,500	

6. Review of expenditure	
Previous Academic Year	<i>See Pupil Premium Strategy from 2017-2018</i>