



Pupil Premium Strategy / Self Evaluation – Stafford Leys Primary School

1. Summary Information					
School Name	Stafford Leys Primary School				
Academic Year	2019-2020	Total PP Budget	£60,720	Date of most recent PP review (if applicable)	October 2020 Internal September 2018 External
Total number of pupils	615	Number of pupils eligible for PP	55	Date of next internal review of this strategy	October 2021

2. Current attainment and attendance				
	Pupils eligible for PP	Pupils eligible for PP (National)	Pupils not eligible for PP	Pupils not eligible for PP (National)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	Unavailable	Unavailable	Unavailable	Unavailable
% making expected progress in reading (KS2 SATs)	Unavailable	Unavailable	Unavailable	Unavailable
% making expected progress in writing (KS2 SATs)	Unavailable	Unavailable	Unavailable	Unavailable
% making expected progress in maths (KS2 SATs)	Unavailable	Unavailable	Unavailable	Unavailable
% attendance	93.27	Unavailable	96.03 (All pupils)	Unavailable
% persistent absenteeism	14.29 (21.21 in 18-19)	Unavailable	5.62	Unavailable

NB: Some data is currently unavailable due to COVID 19. If it becomes available, it will be added.

3. Review of expenditure for previous year – 2019-2020				
i. Quality of teaching for all				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non-PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
CPD and training provided for teaching and support staff	Staff to be able to fully support all pupils and meet individual needs.	Staff understanding and skills to support pupils was developed and practice was further improved. Staff feedback extremely positive.	Approach to continue. CPD and training to be led by research and proven approaches.	£4649.04
Art resources provided to support full access to the curriculum.	Pupils to be able to access the creative curriculum	100% of children completed the creative learning tasks that were set by their teachers. Pupils who do not usually	This approach will be repeated in children are required to learn at home	£100

	whilst learning at home during the COVID lockdown.	succeed at a high level in the core subjects but do within the creative subjects were able to continue to evidence their abilities and understanding across the wider curriculum.	in the future. If being educated at school, this is not required.	
Specific learning resources provided to meet individual needs	Pupils able to fully access the curriculum.	Whilst educated in school this approach supported 100% of pupils in accessing the curriculum in a way and at a level that suited their individual needs. When educated at home, technology was a barrier for some families so the resources provided meant that 100% of pupils were still able to learn and make progress.	Within school this approach will continue as the resources are specific to each individual. This enables them to learn and make progress that may otherwise be more limited. During home education, technology was a barrier to some families. In the event of a further COVID lockdown or where a child needs to isolate, where appropriate, additional resources will be provided. However, moving forward, our approach will be to offer technology to families that do not otherwise have access to it, as the online learning opportunities that we provide are far superior to the other available options.	£372.99
Enrichment activities including trips and extra-curricular opportunities provided.	Pupils to have access to a rounded curriculum including enrichment opportunities and cultural capital.	Very good take up of trips, residential visits and extra-curricular activities. Enrichment opportunities supported learning across the curriculum and cultural capital supported future opportunities for all pupils involved.	This will be developed further in the future as part of our ongoing curriculum offer to our pupils.	£2673.25
Same day intervention and pre teaching opportunities provided.	PP pupils to be able to access the curriculum fully and make progress in line with their peers.	Targeted same day intervention and planned pre teach sessions had a significant impact on all pupils. Children enjoyed accessing the support to enable them to fully participate within whole class lessons. Pupils were fully engaged and enthusiastic about their learning and	Both approaches will continue in the future.	£4964.82

		how it would support them to make progress.		
ii. Targeted Support				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non-PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
Small group work and targeted interventions.	PP pupils to be able to access the curriculum fully and make progress in line with their peers. Gaps in learning to close and bring PP pupils more in line with their peers.	Targeted interventions and small group sessions had a varying impact on pupils. Children's enjoyment within the session and how they supported progress also differed between groups and individuals.	As a school, we will be considering our offer of 'interventions' and work to develop and improve this further. Although in principle this approach will continue, it may take a different format in the future.	£4964.82
External agency involvement - Access to specialist support – e.g. Educational Psychologist, dyslexia specialists, Autism Outreach Service.	PP pupils to be able to access the curriculum fully and make progress in line with their peers. Gaps in learning to close and bring PP pupils more in line with their peers. Staff understanding and ability to support the children improves.	All external involvement had a positive impact for each individual involved. This was not always evident within the children's academic progress but it identified specific issues to address and how to best meet each child's needs. Due to the COVID 19 pandemic, external agencies were not able to be involved with the children as they usually would. Therefore the impact was affected and less positive than in previous years.	This approach will continue in the future as the agencies involved are able to offer specialist support directly linked to individual needs.	£2000
ELSA support	Pupils' mental health and well-being supported. Emotional support provided during particularly difficult times	Pupils demonstrated an improvement in their mental health and well-being. Teachers and parents reported that the sessions had a positive impact on the children involved, which in turn supported and improvement in behaviour, social and friendship issues, self-esteem and confidence.	This approach will be continued. Additional staff may be trained as ELSAs to extend and develop the provision we offer further. EFF Toolkit research indicates that when social and emotional learning is planned for, an additional four months of attainment can be achieved.	£173
Internal and external attendance officers target PP pupil attendance, specifically	Attendance of all PP pupils to improve. Persistent absence to decrease.	Overall PP pupil attendance was 93.27%.	This approach will continue. Our internal attendance officer will meet with the SLT member leading on attendance monthly and then both will	£1301.88

those with persistent absence.	Monthly monitoring to be completed to track this and interventions in place to support improvement.	Persistent absence was 14.29% which is an improvement of 6.92% compared to the previous year. (21.21% in 18-19)	meet with our external attendance office at least half-termly.	
Music lessons	Pupils to have access to a rounded curriculum including enrichment opportunities and cultural capital.	This approach was appropriate only for a small number of our pupils. However, the enrichment opportunities supported their learning across the curriculum and the cultural capital supported future opportunities for all those involved.	This approach will continue in the future. However, each child will be considered carefully to ensure that it supports the appropriate progress and attainment of those that access it. This may be emotional well-being, mental health and/or self-esteem and confidence.	£330.94
iii. Other approaches				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non-PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Support for parents	Parents to be well informed and understand how the school is supporting their child/ren and how they can support this further at home. Pupils' needs fully supported.	Parent involvement increased and the uptake of the PP grant increased. Two families that did not previously engage began to – they attended Parent's evening and supported their children's needs at home by encouraging the completion of homework.	This approach will continue as EEF research states that increasing parental engagement had an average of two to three months' positive impact. The approach will be developed further to include face-to-face opportunities also.	£62
Food	Children to be provided with a balanced meal each day.	A small number of families accessed this offer. It was approached on an individual basis. Some families were provided with two meals for all family members, five days per week. In some cases, the food ensured that the children had meals to eat.	This approach will be continued. Staple food will be offered on a weekly basis in the form of a food parcel.	£3087.50
Uniform subsidy	Children to feel part of the school community; to have uniform that fits and is appropriate for the weather.	Uniform subsidy was offered to all PP families. A small number of them accepted and purchased uniform. This meant that the children were able to follow the school uniform policy and wear clothes the same as their peers. The children were	This offer will continue. Although there is a basic amount suggested for each child, parents are encouraged to discuss with school if they feel they require more. School will consider	£380

		able to wear appropriate clothes for the weather and the activity being completed e.g. PE.	requests for a higher subsidy on an individual basis.	
Welfare support	Provide support for PP pupils in terms of their health (particularly mental health) and well-being.	Individual pupils were referred to an external child welfare service which included counselling and support sessions. The pupils involved demonstrated a marked improvement in terms of their behaviour and mental health. Confidence was also improves. Within school, the pastoral leader provided support which assisted the improvement of the pupils' emotional well-being, their social needs and their self-esteem and confidence.		Free to refer

4. Barriers to future attainment (For PP eligible pupils only)

Academic Barriers (Issues to be addressed in school)

A. High expectations from all staff to work on closing the attainment gap

B. Cultural capital and curriculum enhancement through a language rich curriculum

Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)

C. Attendance, particularly persistent attendance

D. Uptake of pupil premium funding

5. Intended outcomes (specific outcomes and how they will be measured)

Success Criteria

A. High expectations from all staff to work on closing the attainment gap.
 - All staff to use the O track target setting tool to enable 100% of our PP children to make better than expected progress this academic year in a concerted effort to close the attainment gap rapidly.
 - Staff to monitor the progress towards these targets and identify effective approaches to ensure that they are achieved.
 - Use of specific, effective interventions (as evidenced on the provision map) to support the gap closure.
 - Regular input at staff meetings and through pupil progress meetings to ensure PP remains a high priority.

100% of PP children will have a target to make better than expected progress.

Closing the gap in attainment will be evidenced through end of term/year data from Cornerstone tests and teacher assessments as well as external test data.

<p>B. Cultural capital and curriculum enhancement through a language rich curriculum.</p> <ul style="list-style-type: none"> - Developing our curriculum and making sure that it fits with the needs of our pupils. This is a whole school project and we are ensuring that all pupils get opportunities of curriculum enhancement e.g. being a leader or learning a tuned instrument through their journey with us. - Whole school development of ‘Knowledge Organisers’ which identify the key vocabulary and non-negotiables for our foundation subjects (Four focus subjects initially - History, Geography, Science and RE.). This enables the language expectations to be very open and shared with all. - Staff training and awareness of cultural capital and how we can have an impact with PP children e.g. using supporting visits (external or internal) at the start of a topic. The use of our funding enables children to have access to anything which incurs a parental contribution. 	<p>PP children will not be limited.</p> <p>Our tracking of curriculum enhancement shows that all PP pupils have had curriculum enhancement opportunities.</p> <p>PP funding is overtly offered e.g. on trip letters or where monetary contributions are asked for.</p> <p>All staff are aware of cultural capital and how to address where it can limit some pupils.</p>
<p>C. Attendance in 19-20 for our PP pupils was 93.27% (94.34% 18-19). We are currently awaiting the National data for FSM. This was 93.7 in the 18-19 academic year. We will target this area to be in line with National percentage.</p> <p>Persistent absence in 19-20 was 14.29% which is an improvement as it was 21.21% in 18-19. We are targeting this and aim for it to decrease to 11%.</p> <p>Persistent absence for the whole school 19-20 was 5.62%</p> <p>Named office member of staff to be in post as internal attendance officer, responsible for:</p> <ul style="list-style-type: none"> - Arranging external attendance officer support on half termly basis - 4 weekly health checks on attendance - Monitoring of late children and expectations of reasons for any period of lateness/absence. Use the Inventory system to support this. - Personalised daily check-ins where appropriate and specific to individual children - Attendance lead to track and monitor attendance of the pupil premium group half-termly. 	<p>Attendance of PP children at least in line with National figures.</p> <p>Persistent absence targeted and decreased. 11% PA for disadvantaged pupils. This enables all our pupils to fully participate in their learning.</p> <p>(National for PA 2018 of FSM=19.2%. We are awaiting 2019 figures.)</p>
<p>D. We had a 37.5% increase (26% in 18-19) in the number of pupils eligible for the PP funding last year.</p> <p>COVID 19 has caused a greater number of families to require additional support. We need to capture all eligible pupils, enabling us to be more forensic with approaches used and track their overall progression e.g. with the use of the provision map.</p> <p>Target parents:</p> <ul style="list-style-type: none"> - EYFS new starter evening - Posters at parents evenings - A5 leaflet handouts given individually by teachers 	<p>Capture 100% of eligible pupils already in school and on entry (at any starting point) forwards.</p> <ul style="list-style-type: none"> - Mobility of PP will slow down to show that we have done everything possible to capture all pupils entitled to funding.

<ul style="list-style-type: none"> - Email reminders/benefits - Costing discount made explicit on all letters requesting monies to make clear the benefit of applying for funding - Office staff to offer leaflets and support parents in making the external request if required - Y3 specifically (early Autumn term 2020) when the universal school meals are no longer available and for Y2 in Summer 2nd half term 2021. 	
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6. Planned expenditure						
The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all.						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Expected cost
Ensure quality first teaching is the first offer to all pupils.	<p>Improve the quality of teaching and have an excellent teacher in every classroom who has time and resources to reflect on their teaching</p> <p>The subject knowledge of staff will increase and positively impact on children's learning.</p>	The attainment gap between disadvantaged and non-disadvantaged pupils will fall as teacher subject knowledge increases and teachers are able to finely hone their teaching and address children's misconceptions more accurately.	<p>CPD/Training for teaching and support staff.</p> <p>Research led approaches.</p>	CB	February 2021	£10,000
Leaders to research evidence based approaches to T&L. ELE status, research and key reading leading to more effective staff training and development. To	<p>Evidence based teaching and learning approaches embedded across the school.</p> <p>Proven approaches developed to meet the needs of individual pupils.</p>	Specific approaches targeted to individuals to replace generic, group focussed support.	<p>Leaders to take a lead on researching proven approaches and implementing across the school.</p> <p>Staff to take a proactive approach in developing their</p>	SLT	February 2021	£5,000

include learning behaviours.			own practice using the evidence based approaches.			
Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Expected cost
Dedicated staff time to support children on a 1:1 or group basis based on individual need. (Teaching and LSA support)	Where QFT is not sufficient, evidence based approaches and interventions provided to meet individual needs.	The EEF have evidenced a range of approaches and interventions that have a positive impact on a child's learning in comparison to strategies that have previously been used.	Create a clear pathway to identify where support is required; what the area(s) of need are and how to best offer this support. Research proven interventions and match them to individual need. Carefully monitor impact.	KH/SHO	February 2021	£20,000
Allocated amounts of money (or a %) for parents of PP children to support their educational welfare and inclusion. <ul style="list-style-type: none"> • Uniform, trip and visit subsidy. • Extra-curricular clubs. • Swimming lessons. • Music lessons. • Specific resources. 	All children to be fully included within all opportunities and activities. Pupils educational welfare needs are fully met.			KH/SM	Termly	£7,500
PP lead and internal inclusion officer to work alongside BEP	PP attendance improves overall.	Current PA is above national figures.	Track and monitor attendance figures monthly. Follow the	KH/SM	Monthly/Half termly/Termly	£1,500

Educational Welfare Officer (EWO) to lower absence – specifically persistent absence. Attendance of PP children to include provision in the event of a closure or COVID related absence.	Persistent absenteeism decreases.	To remove the attendance barrier to learning and ensure that pupils are not missing valuable teaching time which hinders their progress and attainment.	school attendance policy, using the BEP EWO to support.			
Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Expected cost
Mental health and well-being lessons planned into the curriculum for all pupils. ELSA support sessions provided for all children where required (including those eligible for PP). (Link to SIP 2.2 - ELSA/welfare COVID recovery)	To improve the mental health of all pupils across the school (including those eligible for PP)	Recent studies have indicated a rise in mental health issues of pupils across the country in recent years. COVID 19 has added to this. We intend to support pupils in this area to improve their emotional health and well-being.	CPD and training for staff. CPOMs Pupil voice	KH/Class teachers ELSA leaders	Termly	£2000
Whole school approach on challenging pupils to make better than expected progress. Monitor progress and attainment through standardised tests, phase meetings, pupil	Further improve progress for PP pupils and close the attainment gap between them and their peers.	Robust monitoring, identifying individual needs and challenging and supporting as necessary is vital to a child's development. Collate appropriate and meaningful data and analyse it	CPD for staff Lesson studies, coaching and mentoring. Disseminate good practice across the school. Quality first teaching.	SLT	Termly	£2,000

progress reviews and monitoring activities. QFT, dedicated small group/1:1 support, mixed ability work/teaching.		effectively to identify impact and next steps. Targeting specific needs and providing appropriate challenge to support the greatest progress possible.	Monitor pupil progress at least termly.			
Implement an information management system for PP and SEN pupils (Edukey)	To implement a system which holds all relevant data to support the progress of children in one place. To use the program to identify the impact and effectiveness of approaches used and identify any further support required.	Information stored in various places makes it difficult to be consistent and identify significant information.	Research systems to best meet the needs of the school. Provide staff training. Monitor the use and effectiveness of the system to ensure it meets need and has a positive impact across the school.	SHo/KH	System in place by January 2021 Monitor use and impact at least termly.	£2,000
IT Support to ensure pupils can access their learning at home – During COVID closures, self-isolation and beyond in the longer term.	Pupils to be able to access the teaching and learning opportunities provided to ensure their progress continues and is at least in line with that of their peers.	IT is a barrier to learning for some of our PP and more vulnerable pupils. This is enhanced further by school closures and isolation linked to COVID 19.	Laptops provided to our most vulnerable pupils. IT support to ensure the technology supports pupil learning. Parent and pupil voice. Teacher feedback, learning and progress monitoring.	KH/SM/DQ	Ongoing	£1,500
Additional costs						
External agency involvement			£3,000			

Parental engagement	£720		
Leadership time	£5,500		
		Total Budgeted Cost	£60,720

7. Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

Class teachers, phase leaders and PP lead to monitor the progress of PP pupils