



Stannington First School Pupil Premium Strategy Statement 2019 - 2020

1. Summary information 2019 - 2020			
Total number of pupils	5	Number of pupils eligible for pupil premium funding	3 x LAC, 1 x FSM, 1 x Service
Number of pupil premium children in each year group: Due to the low numbers of eligible children in our school, information on the PP children in each year group is held in school to avoid easy identification of pupils. Also, information about expenditure may be limited in this report if it would highlight individual pupils. Further information on pupil premium expenditure is held in school. Pupil premium and pupil progress reviews are held once every term and expenditure is also reviewed by the governing body.			
Total pupil premium budget:	£8,520	Dates for review: September 2019, Spring Governor monitoring, Termly pupil progress meetings, July 2020	

2. Barriers to future attainment for pupil eligible for pupil premium funding, including high ability	
In school barriers:	
A.	Communication and language skills
B.	Lack of effective CPD and support for early career teachers
C.	Social and emotional support and development
External barriers:	
D.	Could parental support be improved at home to increase the percentage of PP children reaching GDS?
E.	Family issues having a detrimental impact on PP children's progress and attainment.
F.	Financial implications of educational visits, other extra-curricular activities, purchasing of school resources etc.

3. Desired outcomes	
A.	Specialist speech and language support to ensure eligible pupils make good or better progress towards their planned objectives
B.	Eligible pupils will achieve EXS+ standard in RWM by the end of KS1
C.	LKS2 – Maintain the %age of PP children achieving at least expected standard in RWM (School internal data) and aim for a higher proportion achieving GDS
D.	Early career teachers will be effectively supported and access CPD to ensure that high quality teaching is evident across the school
E.	Building learner resilience and aspirations; developing a positive attitude to learning
F.	Financial support for uniforms, wrap around care and to enable eligible children to take part in extra-curricular activities

4. Planned expenditure – Academic Year 2019/20					
i. Quality of teaching for all					
Desired outcome RAG	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	When will you review this?
Eligible pupils in all year groups will make good or better progress and will achieve expected + standard in RWM	PP children to remain a focus for targeted support. PP children specifically highlighted on planning with targets detailed in Personal Education Plans Regular monitoring to show impact and progress.	Evidence shows the positive impact that targeted academic support can have. (EEF guide)	Pupil progress reviews Staff CPD/peer support Personal education plans and reviews	Year 2 teacher SLT	Termly

Support programme for NQT and staff CPD programme ensuring an effective, inspiring teacher is in every class.	Professional development programme tailored to specific needs of staff and pupils Local authority SLA for NQT programme	Staff CPD - Collaborative learning - Moderate impact for very low cost, based on extensive evidence. (EEF Toolkit) <i>The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains.</i>	Staff CPD schedule and governor monitoring	SLT	Termly
ii. Targeted support					
Desired outcome RAG	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	When will you review this?
Communication and Language skills	Speech, communication and language sessions 4 x weekly for identified pupils, including time for assessment/impact to be measured. Purchase support from SLA – Speech and Language team for staff CPD and 1:1 teaching sessions with pupils and parental involvement and support.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. PP children will make good progress with C&L skills and attain in line with their peers. EEF Toolkit –Oral language interventions Moderate impact for low cost based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Parental involvement and staff CPD ensure that actions are sustainable and have long term impact.	Staff CPD/peer support Pupil Progress reviews Speech and Language Therapy Intervention plans and reviews Personal education plans and reviews	H Brown Speech therapists	Review termly
Building learner resilience and aspirations and developing a more positive attitude to learning	1. Staff CPD – Growth Mind-set and Using Social Stories, working with anxious children <i>Meta cognition & self-regulation</i> 2. Peer support and shared good practice to develop and embed strategies to help our pupils become independent,	Toolkit – Meta cognition and self-regulation High impact for very low cost Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Self-regulated learning can be broken into three essential components: <ul style="list-style-type: none"> cognition - the mental process involved in knowing, understanding, and learning; 	Pupil progress reviews Learning walks/lesson observations and peer support Learner views	SLT	Staff CPD Termly review

	resilient learners 3. Continue to deliver Forest School programme – staff members need outdoor first aid training	<ul style="list-style-type: none"> • metacognition - often defined as 'learning to learn'; and • motivation - willingness to engage our metacognitive and cognitive skills 			
iii. Other approaches					
Desired outcome RAG	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	When will you review this?
Financial support	Eligible PP families given financial support to ensure their children can take part in extra-curricular activities and have full access to the curriculum.	Funding can also be used successfully to help remove some of the non-academic barriers to success in school (Cultural capital)	Pupil progress reviews Learner views	SLT	Termly review

9. Additional detail
Additional information and evidence relating to this strategy statement can be found in our School Improvement Plan for 2019-2020