

# Stannington First School Pupil Premium Summary Information 2018-2019



1. Summary information July 2019			
Total number of pupils	94	Number of pupils eligible for pupil premium funding	6 = 6.38% of total
<b>Number of pupil premium children in each year group:</b> 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:	£10,820	Amount per pupil: 1 x £1,320, 4 x 2,300 plus £300 for armed forces	
Date of external pupil premium review: Termly SIP visits		Dates of internal half termly reviews: October 2018, February 2019, May 2019	

**Green**= School above the national attainment figures for other pupils (not disadvantaged). **Red** = Below **Please note, some of the 2019 national averages for pupil premium children have not been published; where this is the case 2018 data has been inserted.**

**NA= National average**

2. Key indicators Summer 2018: Early Years and Phonics			
	Pupils eligible for PP in our school	Pupils not eligible for PP average for others nationally	Attainment gap School v National
% of Reception class achieving a Good Level of Development (GLD) 2018 - 90.9%	0	85% GLD (71.5% 2018 NA)	+ 13.5%
% achieving expected standard in the 2017 Year 1 Phonics Check	2 50% met the standard	91.7% 83% (2018 NA)	+ 8.7

3. More 2019 key indicators: End of Key Stage 1 (Year 2) attainment figures and attendance data			
	Pupils eligible for PP 3 pupils.	National Average for pupils not eligible for PP	Attainment gaps School & National
% reaching expected standard+ in reading	100%	75% (2018)	+25%
% reaching a high score/working at greater depth in reading	33%	26% (2018)	+7%
% reaching expected standard+ in writing	100%	70% (2018)	+30%
% reaching a high score/working at greater depth in writing	0%	16% (2018)	-16%
% reaching expected standard+ in maths	100%	76% (2018)	+24%
% reaching a high score/working at greater depth in maths	0%	22% (2018)	-22%
Attendance %	97 %	96.6% (2018)	+0.4%
Persistently absent % (All PP children with an attendance rate of 90% or below)	No pupils		

#### Summary of data:

- Due to the low numbers of pupils eligible for Pupil Premium, each pupil represents a high percentage, in some cases 50%
- One eligible pupil was also on the school SEND register
- No eligible pupils achieved greater depth in writing or maths at the end of KS1, in 2019. It is important in the current academic year, that we support our most able pupils to attain a greater depth within the expected standard.

#### 4. Further review of expenditure for academic year: 2018-2019

##### i. Quality of teaching for all    ii. Targeted support for pupil premium children

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	Lessons learned
<b>1:1/ small group Phonics Support</b> Booster sessions for children not making expected progress.	1. Regular phonics assessment to identify those in need of support 2. Timetabled small group sessions 3. Intensive daily phonics sessions 4. Parent information session	<b>EEF Toolkit – Individualised instruction</b> Moderate impact for moderate cost based on limited evidence <i>'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three'</i>	Although one of our eligible pupils did not meet the expected standard in the phonics screening check, this pupil made excellent progress towards their individual targets detailed in their Personal Plan. Parent information sessions were well received and this will be included as an annual session for parents with pupils starting in Reception.
<b>Strengthen the quality of teaching; embed a mastery approach to teaching in maths and develop this approach in reading, writing and other subjects.</b>	1. Audit of existing practice and resources 2. Staff CPD 3. Identify and share good practice and its impact 4. SLT and subject leaders to monitor that tasks are matched to ability and are challenging	<b>EEF Toolkit – Mastery learning</b> Moderate impact for very low cost <i>'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.'</i>	83.3% of eligible pupils achieved the expected standard or higher in maths (57.1% in 2018) and 16.6% achieved greater depth (14% in 2018). A mastery approach to learning is evident throughout the school and will continue with further development in the coming academic year.
<b>Speech and Language intervention</b> Improvements in spoken language for identified pupils eligible for PP  Pupils to meet targets set by speech therapist.	Speech, Communication and Language sessions 4 x per week for identified pupils, including time for assessment/impact to be measured.  Use of SLA money for Speech and Language team to access support from trained TA – providing 10 weekly sessions and high quality CPD and resources for staff. This will ensure the work is sustainable in the long time and has positive impact.  Liaison with speech therapists.	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. <b>EEF Toolkit –Oral language interventions</b> 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.	The training offered by the speech and language therapist was excellent CPD for staff who deliver daily speech therapy sessions.  All pupils have met or made excellent progress towards the targets set in their individual education plans.  Parental involvement in the sessions strengthened links between home and school and supported parents with the delivery of activities at home.  SLT sessions will continue as these have had a positive impact on pupil progress.