|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Summary information - 3 academic years** | | | | | |
| **Summary information 2019 - 2020** | | | | | |
| **Total number of pupils** | **114** | **Total number of pupils eligible for pupil premium funding** | **5 (4.4%)** | **Total pupil premium budget:** | **£8,520** |
| **Summary information 2020 - 2021** | | | | | |
| **Total number of pupils** | **124** | **Total number of pupils eligible for pupil premium funding** | **9 (7.3%)** | **Total pupil premium budget:** | **£14 210** |
| **Summary information 2021 - 2022** | | | | | |
| **Total number of pupils** |  | **Total number of pupils eligible for pupil premium funding** |  | **Total pupil premium budget:** |  |
| **Number of pupil premium children in each year group:**  At Stannington First, we have small numbers of pupils in receipt of pupil premium and smaller than average sized cohorts of pupils. In school, all pupil progress and attainment is interpreted on an individual basis. 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 these 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. Our strategy is a three year plan because numbers of eligible pupils remains relatively small and consistent from year to year. Also we have very low levels of mobility; our pupils tend to remain in our school until transition to Middle School.  The number of pupils eligible for pupil premium increased during the summer term 2020, due to the Covid-19 pandemic. This will be monitored and the strategy statement will be reviewed and adapted as appropriate.  **Dates for review**  Pupil premium and pupil progress reviews are held once every term.  The pupil premium strategy is also reviewed by the SLT and governors in the autumn term using attainment and progress data and in the spring term, prior to budget setting. The impact of expenditure is also reviewed by the governing body.  **Latest review - January 2021** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2. Key indicators** PPF = Pupil premium funding | | | | | | |
| **Summer 2020: Early Years and Phonics** | | | | | | |
| *March 2020 - July 2020 There was significant disruption in school due to the COVID-19 pandemic.* | **Pupils not eligible for PPF** | **Pupils eligible for PPF** | | **In school gap** | | **Attainment gap when compared to national others**  **(year for comparison in brackets)** |
| **% of Reception class achieving a Good Level of Development (GLD)** 26 in cohort 0%PP 100% non-PP | Due to the COVID-19 pandemic and school closures, this information is not available for Summer 2020. Individual records and actions plans have been kept in school to inform current personal education plans and targets. | | | | | |
| **% achieving expected standard in the ~~2020 Year 1 Phonics Check~~**  **Rescheduled 2021 Year 2 Phonics Check** 24 pupils in cohort 4% PP 96% non-PP | **96%** | **100%** | | +4% | | January 2021 - comparative data not yet available |
| **Summer 2021: Early Years and Phonics** | | | | | | |
|  | **Pupils not eligible for PPF** | **Pupils eligible for PPF** | | **In school gap** | | **Attainment gap when compared to national others**  **(year for comparison in brackets)** |
| **% of Reception class achieving a Good Level of Development (GLD)** |  |  | |  | |  |
| **% achieving expected standard in the 2021Year 1 Phonics Check** |  |  | |  | |  |
| **Summer 2022: Early Years and Phonics** | | | | | | |
|  | **Pupils not eligible for PPF** | **Pupils eligible for PPF** | | **In school gap** | | **Attainment gap when compared to national others**  **(year for comparison in brackets)** |
| **% of Reception class achieving a Good Level of Development (GLD)** |  |  | |  | |  |
| **% achieving expected standard in the 2022 Year 1 Phonics Check** |  |  | |  | |  |
| **End of Key Stage 1 (Year 2) attainment and progress data** | | | | | | | |
| **Summer 2020:** 25 in cohort 16% PP 84% non-PP | | | | | | | |
| *March 2020 - July 2020 There was significant disruption in school due to the COVID-19 pandemic.* | **Pupils not eligible for PPF** | | **Pupils eligible for PPF** | | **In school gap** | **Attainment gap when compared to national others**  **(year for comparison in brackets)** | |
| * **% reaching expected standard in reading** * **% reaching a high score/working at greater depth in reading** * **% making expected progress in reading (as measured in school)** | Due to the COVID-19 pandemic and school closures, this information is not available for Summer 2020. Individual records and actions plans have been kept in school to inform current personal education plans and targets. | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **End of Key Stage 1 (Year 2) attainment and progress data** | | | | |
| **Summer 2021:** XX in cohort XX PP XX non-PP | | | | |
|  | **Pupils not eligible for PPF** | **Pupils eligible for PPF** | **In school gap** | **Attainment gap when compared to national others**  **(year for comparison in brackets)** |
| * **% reaching expected standard in reading** * **% reaching a high score/working at greater depth in reading** * **% making expected progress in reading (as measured in school)** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **End of Key Stage 1 (Year 2) attainment and progress data** | | | | | |
| **Summer 2022:** XX in cohort XX PP XX non-PP | | | | | |
|  | | **Pupils not eligible for PPF** | **Pupils eligible for PPF** | **In school gap** | **Attainment gap when compared to national others**  **(year for comparison in brackets)** |
| * **% reaching expected standard in reading** * **% reaching a high score/working at greater depth in reading** * **% making expected progress in reading (as measured in school)** | |  |  |  |  |
| **2. Barriers to future attainment for pupil eligible for pupil premium funding, including high ability** | | | | | | |
| **In school barriers:** | | | | | | |
| **A.** | Poor communication and language skills (entry points) impacting on progress in all areas of the curriculum | | | | | |
| **B.** | Lack of effective CPD and support for early career teachers and teaching assistants | | | | | |
| **C.** | Limited capacity to provide effective social and emotional support and development for eligible pupils | | | | | |
| **External barriers:** | | | | | | |
| **D.** | Limited parental support 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** | |
|  | Specialist speech and language support to ensure eligible pupils make good or better progress towards their planned objectives |
|  | Eligible pupils will achieve EXS+ standard in RWM by the end of KS1 |
|  | 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 |
|  | Early career teachers and teaching assistants will be effectively supported with access to CPD to ensure that high quality teaching is evident across the school |
|  | Building learner resilience and aspirations; developing a positive attitude to learning |
|  | Financial support for uniforms, wrap around care and to enable eligible children to take part in extra-curricular activities (access to cultural capital) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. Planned expenditure** | | | | | |
| **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 and analysis of school performance information and pupil work  Staff CPD/peer support  Personal education plans and reviews | Year 2 teacher  SLT | Termly pupil progress meetings |
| **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)  *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.* | Staff appraisal objectives  Staff CPD schedule and governor monitoring schedule  Linked to whole school improvement | SLT & Governors | Half 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 from trained speech and language therapist/peer support  Pupil Progress reviews  Speech and Language Therapy Intervention plans and reviews  Personal education plans and reviews | | SENDCo  H Brown (TA)  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, Emotion Coaching & working with anxious children  *Meta cognition & self-regulation*  2. Peer support and shared good practice to develop and embed strategies to help our pupils become independent, resilient learners  3. Continue to deliver Forest School programme – staff members need outdoor first aid training | | **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:   * cognition - the mental process involved in knowing, understanding, and learning; * metacognition - often defined as ‘learning to learn’; and * motivation - willingness to engage our metacognitive and cognitive skills | Staff CPD - minutes of meetings and training logs  Pupil progress reviews  Learning walks/lesson observations and peer support  Learner views  Outdoor First Aid Training - certification for appropriate staff | | SLT  Ed Psych to provide high quality CPD | Staff CPD  Termly review |
| **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  Parent & learner views | SLT | Termly review |

|  |
| --- |
| 1. **Additional detail** |
| Additional information and evidence relating to this strategy statement can be found in our School Improvement Plans  Governors will continue to monitor the use of pupil premium funding and the impact of this, termly. |