

# STANLEY PRIMARY SCHOOL

## PUPIL PREMIUM

### 2019-2020

Explanatory note.

Whilst the Pupil Premium funding is allocated to schools each financial year (i.e. April to April) schools are required to report on how these funds have been allocated each School Year and the impact that this has had on the attainment and achievement of pupils.

This report therefore relates to the allocation awarded in the Financial Year beginning April 2019 and the academic progress of pupils in the School Year beginning September 2019.

The Pupil Premium is a fund that is additional to the School's delegated budget. The Premium is allocated to children on the following basis:

- Any child who has been entitled to free school meals in the last 6 years
- Any child who has been in Local Authority care (Looked After Children) for more than six months
- Children of service personnel

The fund is predominantly used to raise attainment through a variety of intervention programmes that are described below. Positive behaviour is also promoted and supported through this fund. In each year group we employ a variety of intervention strategies to support the children's learning details of which are outlined later in this document.

The bulk of our Pupil Premium is spent on enhancing our staffing structure through the employment of Teaching Assistants (Levels 2, 3 and 4) who work with our most needy pupils, including those in receipt of the Pupil Premium and one full time teacher to ensure that class sizes in year 6 are greatly reduced to allow a better pupil teacher ratio for all children including those in receipt of the Pupil Premium.

Progress of all pupils is reviewed on a regular basis at meetings attended by the Class Teachers, Inclusion Manager (SENCo), the Headteacher and the Deputy Headteacher. At these meetings the progress of all pupils is reviewed with particular emphasis on those in receipt of the Pupil Premium and, where necessary, resources are redirected according to need.

#### **Pupil Premium at Stanley Primary School**

At Stanley Primary School we are constantly looking for strategies that will have the maximum impact on the learning outcomes for children, whilst providing the best value for money. The Pupil Premium is a valuable resource and we strive to use this money wisely.

## **Barriers to learning for pupil premium children in Stanley Primary school**

Our knowledge of our children in receipt of pupil premium indicates that the following barriers are experienced by some, if not all at certain periods in their primary education at Stanley.

- Attendance at school
- Speech and language proficiency
- Early reading
- Mathematical skills
- Support for developing independent reading
- Emotional resilience

For the financial year 2019/20, the school has the following funds:

| School Name            | Cost centre | School Type      | Number of Primary pupils eligible for the Deprivation Pupil Premium (1) | Number of Secondary pupils eligible for the Deprivation Pupil Premium (1) | Total Deprivation Pupil Premium Allocation | Number of pupils eligible for the Service child Pupil Premium (2) | Service child Pupil Premium Allocation | Number of pupils eligible for the Post-LAC Pupil Premium (3) | Post-LAC Pupil Premium Allocation | Total Pupil Premium allocation(4) |
|------------------------|-------------|------------------|---|---|--|---|--|--|-----------------------------------|-----------------------------------|
| Stanley Primary School | ED3799      | Community school | 168.00  | 0.00  | £221,760                                   | 3.00  | £900                                   | 4.00   | £9,200                            | £231,860                          |

The following narrative describes how these monies have been used to enhance outcomes for Pupils who are in receipt of the Pupil Premium.

In our Reception classes we employ a minimum of three full time Teaching Assistants to support all our children for the majority of the time, whilst running specific programmes, such as Wellcomm.

In Year 1 we have Level 3 Teaching Assistants who, in addition to their in-class support, provide specialist programmes to enhance the progress of the most needy pupils including those in receipt of the Pupil Premium. This includes additional intervention for precision teaching in phonics and Maths and English booster groups.

In Year 2, we have a number of Level 2 and Level 3 Teaching Assistants who in addition to their class based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium. Teaching Assistants also provide precision teaching in phonics.

In Year 3, we have Level 2 Teaching Assistants, one of whom is full time. Additional support has a particular focus on reading.

In Year 4 we have a Level 2 Teaching Assistant, who provides additional support during lessons and also has a particular focus on supporting reading.

In Year 5 we employ one Level 2 Teaching Assistant and one Level 4 Teaching assistant, both full time, who in addition to their class-based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium.

In Year 6 we employ an additional teacher, plus a Level 2 Teaching Assistant. Thus class sizes are reduced and extra support is provided in Maths and English and all pupils including those in receipt of the Pupil Premium are in smaller classes than would otherwise have been the case.

The two Level 4 Teaching Assistants (SEN) and Learning Mentor report directly to the SENCo. They provide specialist support to our most needy pupils, many of whom are in receipt of the Pupil Premium.

In addition to the support outlined above, the school has implemented the following pupil premium strategy. See the table outlined below:

## Pupil Premium Strategy 2019-20

| What do we want to change?   | What action are we taking to effect this change, using PP funding?  | Cost           | What is the impact on attainment and progress?   |
|--|---|----------------|--|
| <p>Based on an analysis of persistent absence we know that almost half of the persistently absent children are in receipt of pupil premium. We want to reduce both the number of persistently absent pupils across the school and the proportion that are in receipt of pupil premium.</p> | <p>Continue to employ a pastoral support worker who works with the Local Authority Pupil Welfare Service and the learning mentor to provide both support and challenge to pupils that are persistently absent. The level of local authority support (PWS) is also being increased to support and challenge families with the most significant levels of absenteeism.</p>        | <p>£9249</p>   | <p>Due to the fact that school closed and no end of year key stage data is available for any year group therefore no accurate figures can be given at this time. However PWS and school staff continued to support families throughout lockdown.</p>   |
| <p>Based on an analysis of vulnerable families we know that 61% are in receipt of the pupil premium. We want to ensure that emotional support is offered to our most vulnerable pupils, including those in receipt of pupil premium.</p>   | <ol style="list-style-type: none"> <li>a. Continue to employ our pastoral support worker to provide emotional support to pupils who are particularly vulnerable.</li> <li>b. Work with social services and any other relevant agencies to ensure families receive appropriate support and challenge where necessary including through the use of the Early help hub.</li> </ol> | <p>£25,240</p> | <p>As the school moved into lockdown the plight of the most vulnerable children was at the forefront of our thinking. The most vulnerable children were offered and received a full time place at school including wrap around care from 8am-6pm, this included holidays and bank holidays. For all our vulnerable families food parcels were made available until such time as the National Food Voucher scheme</p> |

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|  |   |   | came into operation.   |
| From analysis of school data, gaps exist in the performance of our children in the receipt of pupil premium across all subjects when compared to children not in receipt of the pupil premium. We would like to close the gap between the performance of PP children and non-PP children | <p>An element of pupil premium funding that is proportionate to the number of pupil premium children receiving support is used to fund teaching assistants to provide support within the classroom, including intervention.</p> <p>An additional teacher is in year 6 to ensure that all children including those that are pupil premium and the higher attainers receive more focused teaching as teaching groups are smaller in size and more clearly defined in terms of the ability range.</p> <p>All pupil premium children are offered and encouraged to have additional small group tuition based on their needs. This includes the more able.</p> <p>All pupil premium children are invited to attend an 'Easter school' which focusses on raising attainment in maths and English.</p> | <p>£172,106</p> <p>£16,797</p> <p>Extra-tuition<br/>£1,200</p> <p>Easter school -<br/>£1900</p> | <p>Due to the fact that school closed and no end of year key stage data is available for any year group therefore no accurate figures can be given at this time. However PWS and school staff continued to support families throughout lockdown.</p> <p>Whilst all the elements in this plan were delivered up until Covid lockdown (including two Saturday school provisions) in keeping with other schools has no data pertaining to the end of the year</p> |
| Improve phonics delivery through the adoption of the RWI scheme  | School will work alongside the North west English Hub to have intensive support in order to adopt the RWI phonics programme in Reception and Year 1. Staff (Teachers and teaching assistants) will undertake intensive  | £5368   | Prior to Covid lockdown all staff had received training and the programme was being delivered to all our pupils in Reception and Year 1 using all RWI resources purchased.   |

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|  | training and a contribution will be used from PP funding to fund additional RWI resources for pupils. |  | Attainment indications prior to the lockdown were suggesting children had made good progress and were attaining well however there is no data to support this. |
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The table below details the financial costs of the interventions described above:

| Use of Pupil Premium Funding     |                 |
|----------------------------------|-----------------|
| Teaching Assistant Support (50%) | 172,106         |
| Pastoral support (attendance)    | 9,249           |
| Supporting pupil welfare         | 25,240          |
| RWI contribution (resources)     | 5,368           |
| Easter school                    | 1,900           |
| Additional teacher               | 16,797          |
| Extra tuition                    | 1,200           |
|                                  |                 |
| <b>Total</b>                     | <b>£231,860</b> |