

The pupil premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after
- Who have left local authority care due to: adoption, a special guardianship order, a child arrangements order or a residence order
- For children whose parents are currently serving in the armed forces.

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. Staveley Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

Impact:

We used the PP grant money to:

1. improve the outcomes for disadvantaged students to try to bring attainment in line with age related expectations
2. To improve curriculum engagement
3. Develop methods of feedback and target setting across the school

To do this we:

- Provided small group or one to one work with a teacher
- Supported children in their learning using a teaching assistant
- Increased participation in school activities to improve confidence
- Improved methods of feedback to children
- Purchased and use of quality phonics, maths and other resources.

Research:

The Education Endowment Foundation Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications.

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium-How Schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.

The impact of the funding should be *attainment* that is *at least* in-line with the national expectations for all children:

- By the end of Foundation Stage - Good Level of Development
- By the end of Year 1 - meet the required standard in the Phonics Screening Test
- By the end of Key Stage 1 and Key Stage 2– working at the Expected or above standard in Reading, Writing and Mathematics

The impact of the funding should be *progress* that is at least in-line with the national average.

Overall comment:

Although behind their peers by the end of Y6 the gap is closing between disadvantaged pupils and their peers from 2017 onwards.

More extensive and focussed intervention work is having an impact in accelerating progress of current PP pupils within school. Although progress is something to be celebrated, our focus now is on narrowing the gap across all reading, writing and maths.

End of Foundation Stage 2018. 1 pupil in cohort of 21

	School		National (2017)
	Pupil Premium	Non Pupil Premium	All
Good level of Development in 2017	0%	71%	69%

Phonics Screening Test 2018 – Year 1 4 pupil in cohort of 18

	School		National (2017)	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Met the required standard	75%	66%	68%	83%

Comment: PP Cohort numbers in school make this statistically unreliable.

End of Key Stage 1 2018 – Expected + 1 pupil in cohort of 19

	School		National (2017)	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading	100%	73%	61%	78%
Writing	100%	73%	52%	71%
Maths	100%	61%	60%	78%

Comment: There is a significant gender gap with non-pupil premium girls achieving better than their pupil premium peers. PP Cohort numbers in school make this statistically unreliable.

End of Key Stage 2 2018 – Expected + 2 pupils in cohort of 16

	School		National (2017)	
	Pupil Premium	All	Pupil Premium	All
Reading	0%	69%	77%	71%
Writing	0%	75%	81%	76%
Maths	0%	63%	80%	75%

KS1 to KS2 Progress Scores. School

	All pupils	Pupil Premium
Reading	-2.5	+0.4
Writing	-2.0	-3.4
Maths	-1.7	-6.9

Comment: PP Cohort numbers in school make this statistically unreliable.