

# Stow Heath Primary School

## Pupil Premium Expenditure 2016-2017



### Vision statement

Stow Heath Primary School is committed to giving all pupils every opportunity to achieve the highest of outcomes. Pupil premium funding is additional funding given to schools so that disadvantaged pupils can be supported and as a result diminish the attainment gap between them and their peers. Stow Heath Primary school will target the funding to provide targeted support to raise standards in Reading, Writing and Maths and to raise aspirations and motivate pupils.

### Target setting

All children will be set targets as part of the school's target setting process. Targets will be revised regularly and based on ongoing formative and summative assessments as per the Assessment Calendar and via Pupil Progress Meetings. End of year targets are set for all children in Maths, Reading and Writing. This is in collaboration with class teacher and the Deputy Head for Achievement.

### Number of pupils and pupil premium grant received

Total number of pupils on roll		420
Total number of pupils eligible for PPG		162
Amount of PPG received per pupil		1320
Early Years Pupil premium		Spring 2016 £1049.40
<b>Total amount of PPG</b>		<b>223080 April – March</b> <b>£225,280 September – August</b>

### Barriers to educational achievement

Barriers to learning are identified at pupil progress meetings which are held termly. Senior leaders and teachers analyse the data for individual and groups of pupils.

For children at Stow Heath Priary School the main barriers to achievement are:

Lack of access to extra curricular activities.

Social and emotional needs that lead to poor behaviour.

Lack of resilience, which affects pupil's self-confidence and cooperation when approaching work.

Limited spelling, punctuation and grammar skills affecting writing across the curriculum.

Limited confidence in problem solving affecting mathematical progress.

Pupils enter Nursery with skills below age expected 16 – 22 months

Poor oral language skills, which impact upon phonic ability.

Pupil with additional needs.

Family difficulties.

### Objectives for Pupil Premium Spending

- Continue to set highly aspirational and measurable targets in Reading, Writing and Maths so that gaps between PP and non PP pupils further close. As a result pupils achieve at least as well as their peers and those nationally.  
EYFS and Year 1 phonics: diminish the gap with national outcomes at expected standard.  
Year 2 – 6: diminish the gap with national outcomes at expected level and increase the percentage of pupils achieving greater depth.  
End of Key Stage Targets – at expected level

	Reading	Writing	Maths
Year 1	71%	61%	72%
Year 2	58%	48%	58%
Year 3	71%	82%	80%
Year 4	62%	72%	66%
Year 5	72%	81%	76%
Year 6	46%	56%	53%

- Continue to embed personalised teaching strategies and interventions to meet pupils' specific needs, with all teaching staff sharing accountability for monitoring, evaluation and review to measure impact and justify spending.
- Maintain consistently high expectations of attitudes to learning and achievement, through provision of suitably tailored learning opportunities, which promote positive engagement and swifter progress. Increasing staff support across the school, for reading, writing, maths and phonics.
- Develop 1-1 tuition for target pupils to improve progress in reading, writing and maths.

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### Spending for 2016 -2017

#### Achievement & Teaching

- At Stow Heath we aim to offer pupils the opportunity to work in smaller groups with a qualified teacher or a skilled teaching assistant. By working in smaller groups it allows the teacher to match learning more closely to the learners' needs.
- Quality first teaching is led by the Senior Leadership Team to develop collaborative learning, Mastery Learning and metacognition.
- Additional resources for Phonics, Reading Comprehension and maths.
- Small group teaching.

Item/project	Expenditure	What this entails	Impact and progress towards (1 per term)
Reducing Class sizes in Year 6. Additional teachers allocated to year group to accelerate rates of progress. 0.8	£35796	<b>47% of pupils in Y6 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> <li>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</li> </ul>	<b>Autumn Term Progress:</b> Reading: 1.07 Writing: 1 Maths: 1.32 <b>Spring Term Progress:</b> Reading: 2.04 Writing: 2.04 Maths: 2.61
Reducing class size In year 5 Additional teacher allocated to year group to accelerate rates of progress. Level 3 TA support. SLT 7 hours a week ½ term	£34250	<b>53% of pupils in Y5 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> <li>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</li> </ul>	<b>Autumn Term Progress:</b> Reading: 0.82 Writing: 1.16 Maths: 0.78 <b>Spring Term Progress:</b> Reading: 1.78 Writing: 2.28 Maths: 2.22
Reducing class size In year 4 Additional teacher allocated to year group to accelerate rates of progress. Level 3 TA support. SLT 6 hours a week ½ term	£43000	<b>53% of pupils in Y4 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> <li>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</li> </ul>	<b>Autumn Term Progress:</b> Reading: 1.5 Writing: 1.17 Maths: 1.37 <b>Spring Term Progress:</b> Reading: 2.36 Writing: 2.29 Maths: 2.25
Reducing class size In year 3 Additional teacher allocated to year group to accelerate rates of progress (SLT 7.5 hours a week). Level 2 TA support.	£29700	<b>43% of pupils in Y3 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> </ul> <p>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</p>	<b>Autumn Term Progress:</b> Reading: 0.92 Writing: 0.79 Maths: 0.68 <b>Spring Term Progress:</b> Reading: 1.88 Writing: 1.96 Maths: 1.76
Reducing class size In year 2 Additional teacher allocated to year group to accelerate rates of progress (SLT 7.5 hours a week). Level 3 TA support.	£34000	<b>42% of pupils in Y2 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> <li>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</li> </ul>	<b>Autumn Term Progress:</b> Reading: 0.36 Writing: 0.40 Maths: 0.24 <b>Spring Term Progress:</b> Reading: 2.0 Writing: 1.82 Maths: 1.59
Focus group interventions in Years 1, TA Level 3 x 2	£23000	<b>40% of pupils in Y1 eligible for PP funding</b> <ul style="list-style-type: none"> <li>Reducing class sizes for younger children so that learners needs can be met more effectively.</li> <li>Flexibility in organising learners to enable an increase in the quality and quantity of feedback.</li> </ul>	<b>Autumn Term Progress:</b> Reading: 0.66 Writing: 0.75 Maths: 0.63 <b>Spring Term Progress:</b> Reading: 2.04 Writing: 2.04 Maths: 2.61
RWI and literacy	3000	<b>High quality provision by a qualified teacher to</b>	<b>Spring 2017 (40 – 60D/S)</b>

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support in Reception	Contribution to salary	improve outcomes in literacy.	Reading 40 – 60D months 73% Writing 40 – 60D months 82% and 9% 40 – 60S Number 40 – 60D months 55%
Numicon	£2735	Quality resources	
Literacy - resources	£5955	Additional resources for guided reading.	
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### Behaviour and Personal Wellbeing

Our behaviour interventions seek to improve outcomes for pupils by reducing challenging behaviour. As a school we seek to promote a positive school ethos. We aim to provide targeted interventions for specific pupils with particular needs or behavioural issues.

Learning Mentor – mentoring 50% of salary	£9183	Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders.	A clear reduction in the number of incidents in the classroom and at playtimes.
Commando Joe's	(£4730) £ Contribution to	Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders.	A clear reduction in the number of incidents in the classroom and at playtimes.
Residential Trips 50% of cost of residential visit for PP children will be funded by PPG	£4000	Research - Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	Pupil uptake increases.