

# STOKES WOOD PRIMARY SCHOOL

Pupil premium grant expenditure:

Report to governors: Academic year 2018/19

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## Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll attending full time at time of January 2018 census	463
Total number of pupils on role eligible for PPG (Ever 6 Funding)	171
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	<b>£225,720</b>

## Summary of PPG spending and proposed spending 2018-19

### Priority

To further increase the % of disadvantaged pupils achieving ARE in Reading, Writing and Maths in each year group and close the gap between % of disadvantaged pupils and non-disadvantaged pupils nationally achieving ARE in RWM at the end of KS2.

To close the gap for progress made between disadvantaged pupils at Stokes Wood and non-disadvantaged pupils nationally.

### Rationale

Although staff have high expectations of ALL pupils, it is recognised that some pupils have significant barriers to educational achievement to overcome. These barriers can only be overcome by a whole school approach where every member of staff is aware of the needs of the disadvantaged pupils and adapts their teaching approach to accommodate the needs of pupils, using the evidence from the findings of the Sutton Trust Review, good practice from other schools and an ethos of a 'growth mind-set'. In addition, staff are deployed to deliver interventions whose impact has been well evidenced, which are monitored and evaluated.

At Stokes Wood, staff are committed and determined to support all pupils to achieve their full potential whatever their social-economic background, learning needs, ethnic or cultural origin.

### Identified barriers to educational achievement:

Access to language – especially from books: difficulty or reluctance in reading/EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils.

Access to extra-curricular activities - educational experiences such as trips, the arts and participation in physical activities

Attendance and lateness

Parental engagement with school - especially regarding attendance at information and workshop evenings, support with reading at home, lack of parental aspiration for themselves and their children.

The pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning

Behaviour – pupils with specific social and emotional needs which affect their learning.

Pupils whose families are just above the economic threshold for Pupil Premium but who are as disadvantaged and sometimes more so as parents are working long hours.

2018		pupils	Average scaled score R	% EXS R	Average scaled score M	% EXS M	Average scaled score GPS	% EXS GPS	% EXS W	% EXS + R/W/M	% higher standard (R/W/M)	Average scaled score R/W/M %
Summary	All pupils	60	102.7	60	106.3	80	106.9	68.3	68.3	55	7	104.5
Pupil Premium	FSM in last 6 years	22	102	59.1	104.4	77.3	105.4	63.6	54.5	52	5	103.3
	Not FSM in last 6 years	38	103.1	60.5	107.4	81.6	107.7	71.1	76.3	56	8	105.2

2019		pupils	Average scaled score R	% EXS R	Average scaled score M	% EXS M	Average scaled score GPS	% EXS GPS	% EXS W	% EXS + R/W/M	% higher standard (R/W/M)	Average scaled score R/W/M %
Summary	All pupils											
Pupil Premium	FSM in last 6 years											
	Not FSM in last 6 years											

### Reading Writing Maths

**2019 Progress score for disadvantaged pupils**

**Progress score for non-disadvantaged pupils**

**National average for non-disadvantaged pupils**

**Number of disadvantaged pupils**

				ATTAIN	MENT		PROG	RESS	
2018	pupils			Average	Scaled	Score (R/M)	Average	scaled	Scote R/M
		FSM6	Not FSM6	FSM6	Not FSM6	GAP	FSM6	Not FSM6	Gap
Summary	All pupils	21	39	103.3	105.2	-1.9	1.8	0.5	1.3
Gender	Male	12	19	103.1	104.3	-1.2	2.6	-0.5	3.1
	Female	9	20	103.6	106.1	-2.5	1	1.7	-0.7
Prior	Higher	4	8	109.3	110.4	-1.1	0.6	0.8	-0.2
Attainment	Middle	4	12	104.5	106.5	-2	-0.1	2	-2.1
	Lower	10	15	101.2	100.5	0.7	3	-0.9	3.9
SEN	SEN support	5	6	104.7	97.3	7.4	3.4	-3.5	6.9
	EHC Plan	0	2	0	94	0	0	-8.4	
	No SEN	16	31	102.9	106.3	-3.4	1.2	2	-0.8

				ATTAIN	MENT		PROG	RESS	
2019	pupils			Average	Scaled	Score (R/M)	Average	scaled	Scote R/M
		FSM6	Not FSM6	FSM6	Not FSM6	GAP	FSM6	Not FSM6	Gap
Summary	All pupils								
Gender	Male								
	Female								
Prior	Higher								
Attainment	Middle								
	Lower								
SEN	SEN support								
	EHC Plan								
	No SEN								
Ethnic group	white								

Not white									
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YEAR 1 2018-19 Pupil Premium										
READING				WRITING			Numbers		MATHS	
End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	End Rec. 2017-18	Y2: 2019-20
GLD	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)	Exceeding	Above standard (s or s+)
7 33.3%	1 4.8%	2 10.0%	0 NA	1 4.8%	1 5.0%	0 NA	1 4.8%	1 5.0%	0 NA	0 NA
	Expected	At standard (w+)	Expected	At standard (w+)	Expected	At standard (w+)	Expected	At standard (w+)	Expected	At standard (w+)
Total Pupils 21	6 28.6%	4 20.0%	0 NA	6 28.6%	6 30.0%	0 NA	6 28.6%	5 25.0%	0 NA	0 NA
	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)	Emerging	Below in Band (b, b+ or w)
Missing 0	12 57.1%	9 45.0%	0 NA	12 57.1%	6 30.0%	0 NA	12 57.1%	11 55.0%	0 NA	0 NA
		Below the Band		Below the Band		Below the Band		Below the Band		Below the Band
		5 25.0%	0 NA		7 35.0%	0 NA		3 15.0%	0 NA	0 NA
	Missing	Missing assessment		Missing	Missing assessment		Missing	Missing assessment		Missing assessment
	2 9.5%	1 5.0%	21 NA	2 9.5%	1 5.0%	21 NA	2 9.5%	1 5.0%	21 NA	21 NA
	Total	Total number of pupils		Total	Total number of pupils		Total	Total number of pupils		Total number of pupils
	21	21	21	21	21	21	21	21	21	21
	Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)		At or above (w+, s or s+)
	7 33.3%	6 30.0%	0 NA	7 33.3%	7 35.0%	0 NA	7 33.3%	6 30.0%	0 NA	0 NA
							<b>COMBINED READING, WRITING and MATHS</b>			
							End Rec. 2017-18	Y1: 2018-19	Y2: 2019-20	
							Exceeding or Expected in all aspects	At Age Related Expectation		
							6 28.6%			
							7 33.3%			

YEAR 2 2018-19 Pupil Premium									
	READING			WRITING			Numbers	MATHS	
	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19
GLD	Exceeding	Above expected (s or s+)		Exceeding	Above expected (s or s+)		Exceeding	Above expected (s or s+)	
9 36.0%	0 0.0%	1 4.3%	3 12.0%	0 0.0%	1 4.3%	1 4.0%	0 0.0%	1 4.3%	2 8.0%
	Expected	At expected (w+)		Expected	At expected (w+)		Expected	At expected (w+)	
Total Pupils 25	9 36.0%	5 21.7%	5 20.0%	9 36.0%	2 8.7%	5 20.0%	9 36.0%	5 21.7%	5 20.0%
	Emerging	Below in Band (b, b+ or w)		Emerging	Below in Band (b, b+ or w)		Emerging	Below in Band (b, b+ or w)	
Missing 0	8 32.0%	8 34.8%	9 36.0%	8 32.0%	13 56.5%	3 12.0%	8 32.0%	12 52.2%	1 4.0%
		Below the Band			Below the Band			Below the Band	
		9 39.1%	8 32.0%		7 30.4%	16 64.0%		5 21.7%	17 68.0%
	Missing	Missing assessment		Missing	Missing assessment		Missing	Missing assessment	
	8 32.0%	2 8.7%	0 0.0%	8 32.0%	2 8.7%	0 0.0%	8 32.0%	2 8.7%	0 0.0%
	Total	Total number of pupils		Total	Total number of pupils		Total	Total number of pupils	
	25	25	25	25	25	25	25	25	25
	Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)		Exceeding or Expected	At or above (w+, s or s+)	
	9 36.0%	6 26.1%	8 32.0%	9 36.0%	3 13.0%	6 24.0%	9 36.0%	6 26.1%	7 28.0%
		COMBINED READING, WRITING and MATHS							
	End Rec. 2016-17	Y1: 2017-18	Y2: 2018-19						
	Exceeding or Expected in all aspects	At Age Related Expectation							
	9 36.0%	3 12.0%	4 16.0%						

YEAR 3 2018-19 Pupil Premium												
READING					WRITING				Numbers	MATHS		
	End Rec. 2015-16	Y1: 2016-17	Y2: 2017-18	Y3: 2018-19	End Rec. 2015-16	Y1: 2016-17	Y2: 2017-18	Y3: 2018-19	End Rec. 2015-16	Y1: 2016-17	Y2: 2017-18	Y3: 2018-19
<b>GLD</b>	<b>Exceeding</b>	<b>Above standard (s or s+)</b>			<b>Exceeding</b>	<b>Above standard (s or s+)</b>			<b>Exceeding</b>	<b>Above standard (s or s+)</b>		
6 22.2%	2 7.4%	3 15.8%	2 8.7%	3 11.5%	0 0.0%	1 5.3%	2 8.7%	1 3.8%	2 7.4%	1 5.3%	1 4.3%	2 7.7%
	<b>Expected</b>	<b>At standard (w+)</b>			<b>Expected</b>	<b>At standard (w+)</b>			<b>Expected</b>	<b>At standard (w+)</b>		
Total Pupils 27	5 18.5%	7 36.8%	7 30.4%	8 30.8%	6 22.2%	5 26.3%	4 17.4%	7 26.9%	7 25.9%	7 36.8%	7 30.4%	7 26.9%
	<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>			<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>			<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>		
Missing 0	15 55.6%	6 31.6%	5 21.7%	6 23.1%	16 59.3%	8 42.1%	7 30.4%	2 7.7%	13 48.1%	8 42.1%	4 17.4%	1 3.8%
		<b>Below the Band</b>				<b>Below the Band</b>				<b>Below the Band</b>		
		3 15.8%	9 39.1%	9 34.6%		5 26.3%	10 43.5%	16 61.5%		3 15.8%	11 47.8%	16 61.5%
	<b>Missing</b>	<b>Missing assessment</b>			<b>Missing</b>	<b>Missing assessment</b>			<b>Missing</b>	<b>Missing assessment</b>		
	5 18.5%	8 42.1%	4 17.4%	1 3.8%	5 18.5%	8 42.1%	4 17.4%	1 3.8%	5 18.5%	8 42.1%	4 17.4%	1 3.8%
	<b>Total</b>	<b>Total number of pupils</b>			<b>Total</b>	<b>Total number of pupils</b>			<b>Total</b>	<b>Total number of pupils</b>		
	27	27	27	27	27	27	27	27	27	27	27	27
	<b>Exceeding or Expected</b>	<b>At or above (w+, s or s+)</b>			<b>Exceeding or Expected</b>	<b>At or above (w+, s or s+)</b>			<b>Exceeding or Expected</b>	<b>At or above (w+, s or s+)</b>		
	7 25.9%	10 52.6%	9 39.1%	11 42.3%	6 22.2%	6 31.6%	6 26.1%	8 30.8%	9 33.3%	8 42.1%	8 34.8%	9 34.6%
<b>COMBINED READING, WRITING and MATHS</b>												
	End Rec. 2015-16	Y1: 2016-17	Y2: 2017-18	Y3: 2018-19								
	<b>Exceeding or Expected in all aspects</b>	<b>At Age Related Expectation</b>										
	4 14.8%	5 18.5%	8 29.6%									
	6 22.2%											

YEAR 4 2018-19 Pupil Premium																
READING					WRITING					MATHS						
End Rec. 2014-15	Y1: 2015-16	Y2: 2016-17	Y3: 2017-18	Y4: 2018-19	End Rec. 2014-15	Y1: 2015-16	Y2: 2016-17	Y3: 2017-18	Y4: 2018-19	End Rec. 2014-15	Y1: 2015-16	Y2: 2016-17	Y3: 2017-18	Y4: 2018-19		
GLD	Exceeding	Above standard (s or s+)			Exceeding	Above standard (s or s+)				Exceeding	Above standard (s or s+)					
7	0	2	2	0	0	0	2	1	1	0	0	1	1	2		
36.8%	0.0%	11.8%	11.1%	0.0%	0.0%	0.0%	11.1%	5.6%	5.3%	0.0%	0.0%	5.6%	5.6%	10.5%		
	Expected	At standard (w+)			Expected	At standard (w+)				Expected	At standard (w+)					
Total Pupils	7	2	5	5	8	7	4	3	3	3	11	5	5	5	4	
19	36.8%	11.8%	27.8%	27.8%	42.1%	36.8%	23.5%	16.7%	16.7%	15.8%	57.9%	29.4%	27.8%	27.8%	21.1%	
	Emerging	Below within Band (b, b+ or w)			Emerging	Below within Band (b, b+ or w)				Emerging	Below within Band (b, b+ or w)					
Missing	12	12	8	10	8	12	10	2	1	0	8	12	2	0	0	
0	63.2%	70.6%	44.4%	55.6%	42.1%	63.2%	58.8%	11.1%	5.6%	0.0%	42.1%	70.6%	11.1%	0.0%	0.0%	
		Below the Band				Below the Band					Below the Band					
		1	3	3	3		3	11	13	15		0	10	12	13	
		5.9%	16.7%	16.7%	15.8%		17.6%	61.1%	72.2%	78.9%		0.0%	55.6%	66.7%	68.4%	
	Missing	Missing assessment			Missing	Missing assessment				Missing	Missing assessment					
	0	2	1	1	0		2	1	1	0		2	1	1	0	
	0.0%	11.8%	5.6%	5.6%	0.0%		11.8%	5.6%	5.6%	0.0%		11.8%	5.6%	5.6%	0.0%	
	Total	Total number of pupils			Total	Total number of pupils				Total	Total number of pupils					
	19	19	19	19	19		19	19	19	19		19	19	19	19	
	Exceeding or Expected	At or above (w+, s or s+)			Exceeding or Expected	At or above (w+, s or s+)				Exceeding or Expected	At or above (w+, s or s+)					
	7	4	7	5	8		7	4	4	4		11	5	6	6	6
	36.8%	23.5%	38.9%	27.8%	42.1%		36.8%	23.5%	27.8%	22.2%	21.1%	57.9%	29.4%	33.3%	33.3%	31.6%
<b>COMBINED READING, WRITING and MATHS</b>																
End Rec. 2014-15	Y1: 2015-16	Y2: 2016-17	Y3: 2017-18	Y4: 2018-19												
Exceeding or Expected in all aspects	At Age Related Expectation															
7	1	4	4	4												
36.8%	5.3%	21.1%	21.1%	21.1%												



YEAR 5 2018-19 Pupil Premium						
READING						
End Rec. 2012-13	Y1: 2013-14	Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	
<b>GLD</b>	<b>Exceeding</b>	<b>Above standard (s or s+)</b>				
11 32.4%	1 2.9%	1 4.5%	6 21.4%	3 9.7%	4 12.5%	1 2.9%
	<b>Expected</b>	<b>At standard (w+)</b>				
Total Pupils 34	13 38.2%	6 27.3%	7 25.0%	9 29.0%	2 6.3%	4 11.8%
	<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>				
Missing 0	13 38.2%	12 54.5%	8 28.6%	11 35.5%	20 62.5%	22 64.7%
		<b>Below the Band</b>				
		3 13.6%	7 25.0%	8 25.8%	6 18.8%	7 20.6%
	<b>Missing</b>	<b>Missing assessment</b>				
	7 20.6%	12 54.5%	6 21.4%	3 9.7%	2 6.3%	0 0.0%
	<b>Total</b>	<b>Total number of pupils</b>				
	34	34	34	34	34	34

WRITING						
End Rec. 2012-13	Y1: 2013-14	Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	
<b>GLD</b>	<b>Exceeding</b>	<b>Above standard (s or s+)</b>				
0 0.0%	0 0.0%	4 14.3%	0 0.0%	0 0.0%	0 0.0%	2 6.1%
	<b>Expected</b>	<b>At standard (w+)</b>				
Total Pupils 34	12 35.3%	2 9.1%	6 21.4%	7 22.6%	11 34.4%	7 21.2%
	<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>				
Missing 0	15 44.1%	17 77.3%	11 39.3%	7 54.8%	15 46.9%	18 54.5%
		<b>Below the Band</b>				
		3 13.6%	7 25.0%	7 22.6%	6 18.8%	6 18.2%
	<b>Missing</b>	<b>Missing assessment</b>				
	7 20.6%	12 54.5%	6 21.4%	3 9.7%	2 6.3%	1 3.0%
	<b>Total</b>	<b>Total number of pupils</b>				
	34	34	34	34	34	34

YEAR 5 2018-19 Pupil Premium						
or Expected						
Numbers	Y1: 2013-14	Y2: 2014-15	MATHS Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	
<b>Exceeding</b>	<b>Above standard (s or s+)</b>					
1 2.9%	0 0.0%	3 10.7%	1 3.2%	3 9.4%	4 12.1%	
	<b>Expected</b>	<b>At standard (w+)</b>				
12 35.3%	2 9.1%	6 21.4%	8 25.8%	3 9.4%	8 24.2%	
	<b>Emerging</b>	<b>Below within Band (b, b+ or w)</b>				
14 41.2%	17 77.3%	11 39.3%	16 51.6%	21 65.6%	18 54.5%	
		<b>Below the Band</b>				
		3 13.6%	8 28.6%	6 19.4%	5 15.6%	3 9.1%
	<b>Missing</b>	<b>Missing assessment</b>				
7 20.6%	12 54.5%	6 21.4%	3 9.7%	2 6.3%	1 3.0%	
	<b>Total</b>	<b>Total number of pupils</b>				
	34	34	34	34	34	
<b>Exceeding or Expected</b>	<b>At or above (w+, s or s+)</b>					
13 38.2%	2 9.1%	9 32.1%	9 29.0%	6 18.8%	12 36.4%	

COMBINED READING, WRITING and MATHS					
End Rec. 2013-14	Y1: 2014-15	Y2: 2015-16	Y3: 2016-17	Y4: 2017-18	Y5: 2018-19
<b>Exceeding or Expected in all aspects</b>	<b>At Age Related Expectation</b>				
11 32.4%	1 2.9%	8 23.5%	5 14.7%	2 5.9%	3 8.8%

		YEAR 6 2018-19 Pupil Premium							YEAR 6 2018-19 Pupil Premium				
		READING							WRITING				
End Rec. 2012-13		Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	Y6: 2018-19	End Rec. 2012-13		Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	Y6: 2018-19
GLD	Exceeding	Above standard (s or s+)					Exceeding		Above standard (s or s+)				
4		2	2	2	1	5		1	1	2	2	4	
17.4%		11.8%	11.1%	10.0%	4.5%	21.7%		5.9%	5.9%	10.0%	9.1%	17.4%	
	Expected	At standard (w+)					Expected		At standard (w+)				
Total Pupils		0	4	4	3	9		1	1	1	1	11	
23		0.0%	22.2%	20.0%	13.6%	39.1%		5.9%	5.9%	5.0%	4.5%	47.8%	
	Emerging	Below within Band (b, b+ or w)					Emerging		Below within Band (b, b+ or w)				
Missing		8	6	13	18	9		5	11	16	19	8	
0		47.1%	33.3%	65.0%	81.8%	39.1%		29.4%	64.7%	80.0%	86.4%	34.8%	
		Below the Band							Below the Band				
		7	6	1	0	0		10	4	1	0	0	
		41.2%	33.3%	5.0%	0.0%	0.0%		58.8%	23.5%	5.0%	0.0%	0.0%	
	Missing	Missing assessment					Missing		Missing assessment				
		6	5	3	1	0		6	6	3	1	0	
		35.3%	27.8%	15.0%	4.5%	0.0%		35.3%	35.3%	15.0%	4.5%	0.0%	
	Total	Total number of pupils					Total		Total number of pupils				
		23	23	23	23	23		23	23	23	23	23	
	Exceeding or Expected	At or above (w+, s or s+)					Exceeding or Expected		At or above (w+, s or s+)				
		2	6	6	4	14		2	2	3	3	15	
		11.8%	33.3%	30.0%	18.2%	60.9%		11.8%	11.8%	15.0%	13.6%	65.2%	

		YEAR 6 2018-19 Pupil Premium				
		MATHS				
End Rec. 2012-13		Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	Y6: 2018-19
	Exceeding	Above standard (s or s+)				
		1	2	1	1	9
		5.9%	11.1%	5.0%	4.5%	39.1%
	Expected	At standard (w+)				
		0	3	4	4	7
		0.0%	16.7%	20.0%	18.2%	30.4%
	Emerging	Below within Band (b, b+ or w)				
		8	10	15	17	7
		47.1%	55.6%	75.0%	77.3%	30.4%
		Below the Band				
		8	3	0	0	0
		47.1%	16.7%	0.0%	0.0%	0.0%
	Missing	Missing assessment				
		6	5	3	1	0
		35.3%	27.8%	15.0%	4.5%	0.0%
	Total	Total number of pupils				
		23	23	23	23	23
	Exceeding or Expected	At or above (w+, s or s+)				
		1	5	5	5	16
		5.9%	27.8%	25.0%	22.7%	69.6%
		COMBINED READING, WRITING and MATHS				
End Rec. 2012-13		Y2: 2014-15	Y3: 2015-16	Y4: 2016-17	Y5: 2017-18	Y6: 2018-19
	Exceeding or Expected	At Age Related Expectation				
		1	2	3	3	12
		4.3%	8.7%	13.0%	13.0%	52.2%
	In all aspects					
	6					
	26.1%					



Progress Breakdown  
Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (149 pupils)

07 July 2019

Aut1 2018-19 to Sum2 2018-19

All Pupils (149 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	105 (70.5%)	107 (71.8%)	110 (73.8%)	107.3 (72.0%)
Progressed by 5 steps	15 (10.1%)	10 (6.7%)	13 (8.7%)	12.7 (8.5%)
Progressed by 4 steps	9 (6.0%)	4 (2.7%)	7 (4.7%)	6.7 (4.5%)
Progressed by 3 steps	5 (3.4%)	6 (4.0%)	2 (1.3%)	4.3 (2.9%)
Progressed by 2 steps	1 (0.7%)	3 (2.0%)	1 (0.7%)	1.7 (1.1%)
Progressed by 1 step	2 (1.3%)	3 (2.0%)	3 (2.0%)	2.7 (1.8%)
No steps progress	0 (0%)	3 (2.0%)	0 (0%)	1.0 (0.7%)
Regressed	1 (0.7%)	2 (1.3%)	2 (1.3%)	1.7 (1.1%)
Missing Data	11 (7.4%)	11 (7.4%)	11 (7.4%)	11.0 (7.4%)



Progress Breakdown  
Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (229 pupils)

07 July 2019

Aut1 2018-19 to Sum2 2018-19

All Pupils (229 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	170 (74.2%)	172 (75.1%)	179 (78.2%)	173.7 (75.8%)
Progressed by 5 steps	18 (7.9%)	14 (6.1%)	13 (5.7%)	15.0 (6.6%)
Progressed by 4 steps	5 (2.2%)	5 (2.2%)	0 (0%)	3.3 (1.5%)
Progressed by 3 steps	3 (1.3%)	3 (1.3%)	5 (2.2%)	3.7 (1.6%)
Progressed by 2 steps	1 (0.4%)	0 (0%)	1 (0.4%)	0.7 (0.3%)
Progressed by 1 step	2 (0.9%)	3 (1.3%)	0 (0%)	1.7 (0.7%)
No steps progress	0 (0%)	2 (0.9%)	0 (0%)	0.7 (0.3%)
Regressed	0 (0%)	0 (0%)	1 (0.4%)	0.3 (0.1%)
Missing Data	30 (13.1%)	30 (13.1%)	30 (13.1%)	30.0 (13.1%)

## Summary of spending and actions taken:

Much of our spending is on adult support for this group of pupils.

- Employing TAs to support groups of under achieving and under attaining pupils across the school in interventions. These actions are to increase % of children making at least expected progress and accelerate progress of pupils across the school to increase % of disadvantaged pupils reaching ARE in RWM. L3 TA to support SEN/PP pupils with personalised targets.
- PE teacher employed to run before school physical activity clubs, three mornings a week. Other extra -curricular clubs such as maths clubs (4), choir, brass, art, breakfast and after school care club all, sports clubs which are not covered by sports premium etc are free or heavily subsidised to allow all children to access them.
- TA employed in the afternoons to support reading in Y1 ( BRP)
- L3 TA to work on raising profile of reading through a new library, running phonics interventions (Lexia) to support pupils with EAL and supporting teaching staff in tracking pupils' reading. He also works with parents, particularly encouraging the more vulnerable families in engaging with reading.
- Ongoing employment since Sept 2011 of two Learning Behaviour Mentors to support disadvantaged pupils and other vulnerable pupils and their families.
- Employment of additional Learning Behaviour mentor in November 2018
- Subsidising educational trips and activities for disadvantaged pupils.
- Full time Behaviour Support Workers.
- Nurture group and super stars staffing.
- Play therapist.
- Daily walking bus: 2 members of staff.
- NT intervention teacher for lower achieving and SEND pupils in Y4, 5 and 6.
- ADL Speech and Language intervention and specialist Foundation Stage Teacher (0.8).
- Additional year 6 teacher to reduce class size.
- Additional Y5/6 teacher to release Deputy Head to support teaching and learning in Y4-6
- AHT for Pastoral support of pupils and their families.

**Outcomes to date:**

Numerous families receiving support from Early Help and from family support facilitators plus a number from other outside agencies, families more confident in seeking advice, signposted by Pastoral staff. Individual pupils' needs met, behaviour plans etc.

Improved attendance, addressing head lice, supporting families suffering, have suffered domestic violence, supporting pupils with medical needs, supporting pupils and families with behaviour issues (ADHD and ASD).

Exclusions of vulnerable disadvantaged pupils significantly reduced.

At least 50 pupils attended activity clubs on a weekly basis from 8.00 am, (38% were pupil premium).

All pupils able to attend trips and other activities (including those which would not be experienced by our children outside school).

Accelerated progress for KS1 readers in BRP programme and phonics and precision teaching interventions (see intervention evaluations).

Improved attitude to reading across the school. Greater engagement with books and the school library.

Self- esteem raised for lower achieving pupils/SEND pupils and accelerated progress in reading, writing and maths for some of these pupils depending on their issues. For others expected small step progress.

In Foundation closing of the gap between actual attainment and age related expectation. Increased GLD to 58% all pupils; 54% pupil premium pupils (2017 data).

School Games Gold Award achieved 2015-16, 2016-17, 2017-18.

Item/project	Objective	Outcome/success criteria
Employment of a Level 2 Learning Behaviour Mentor.	To support families and pupils in a range of issues: Early Help, FSF, behaviour, medical, attendance, educational and achieve improved wellbeing for these families. Families signposted to agencies, support groups. Parents and pupils mentored.  Open door policy.	Many families receiving support from outside agencies, families more confident in seeking advice. Individual pupils' needs met, behaviour plans etc. Self-esteem raised, pupils in a better position to learn.
Employment of a Level 1 Learning Behaviour Mentor.	To support pupils in remaining in school and to accelerate progress.  To mentor, help good decision making, to support when a child is struggling to cope.	Exclusions significantly reduced. Self-esteem raised.  Progress made in RWM.
Employment of additional Learning Behaviour Mentor to support day-to-day needs of children and run SEMH interventions on a regular timetable.	To develop anger management, resilience and mental health generally in vulnerable pupils.	Exclusions significantly reduced. Self-esteem raised.  Progress made in RWM.
Employment of an extra teacher in Foundation.	To support interventions for targeted pupils in Foundation.  Interventions in fun-time, Big Moves, Let's Talk, letter formation and numbers.	To accelerate progress for pupils with a baseline profile well below their chronological age/close the gap between actual and ARE.  To support pupils who are just below GLD to close that gap.
Employment of additional Year 6 teacher.	To decrease class sizes, to improve attainment and increase progress. To reduce friction between the considerable number of pupils with significant SEHM issues.	To increase % of pupils reaching national expectation in RWM.
Employment of 0.6 teacher in Y5/6 to release Deputy Head.	To improve teaching and learning in Y4/5/6 through review of planning, lesson studies, monitoring of lesson delivery.	Increased % of pupils reaching national expectation at the end of the year in each year group in RWM.

Item/project	Objective	Outcome/success criteria
Employment of 2 full time Teaching Assistant to work with pupils. (Behaviour support workers).	To support pupils in remaining in school and to accelerate progress. To mentor, help good decision making, to support when a child is struggling to cope.	Exclusions significantly reduced. Self-esteem raised. Progress made in RWM.
Employment of 1 full time Teaching Assistant L2 to work with vulnerable pupils in Y4.	To support pupils in remaining in school and to accelerate progress of other pupils and to close gap between actual and ARE. Y4 is a cohort with a significant number of SEND and EAL pupils, some with both, and some who also qualify for pupil premium. Constant reassurance, encouragement and praise needed as well as immediate feedback to enable pupils to make the next steps.	Self- esteem raised, small steps progress for SEND pupils. Pupils' self-esteem and positive attitude and effort maintained.
Employment of additional TA to support learning in Y5 and 6.	To support pupils in RWM and to accelerate progress and increase confidence.	Increased % of pupils achieving national expectation in Y3-6.
Employment of TA L3 to run library and support family reading and interventions.	To engage parents in supporting their children in reading. To accelerate progress of those pupils below expected levels and reading age. To organise and resource library theme days. To advise and encourage pupils and parents to read more widely.	Increased % of pupils and particularly those in vulnerable groups achieving ARE and expected reading age. Reading miles increased for pupils. Attitude to reading for pupils and parents increased and realisation of the importance of being able to read well.
Employment of part time Teaching Assistant L2 for KS1 to support Better Reading Partners Initiative.	To accelerate progress in reading. To run daily interventions and communicate progress and further barriers to class teacher. Encourage children with their reading and operate the reward for reading monkey system.	Pupils accelerating progress by 2 levels (defined in BRP) each 6 weekly programme. Increased % of pupils closing the gap between attainment and ARE.
Employment of part time Teaching Assistant L2 for Y1 to support RWM.	To accelerate progress in RWM and to raise self -esteem.	Increased % of pupils achieving national expectation in Y1 or closing the gap between % of school and national.

Item/project	Objective	Outcome/success criteria
Employment of full time TA3/4 and part time TA2 to support the Nurture Group	To raise self-esteem, develop life, social, communication and self-help skills for vulnerable Y1 pupils. Develop links with parents through inviting parents to join in activities like cooking, gardening etc. To raise self-esteem of ASD pupil and other disadvantaged pupils in Y2. Learning activities are personalised and differentiated to make them accessible for this group of children. Interventions such as play interaction, Let's Talk, Big Moves used as well as Sensory area.	Increased scores in all area of Boxall questionnaire for pupils. Pupils able to access classroom routines and learning with less anxiety and adult support. Pupil engages more productively and communicates with others in his class. Supports other pupils and peers to close gap between actual and ARE in WRM.
Full time non classroom based Assistant Headteacher with a responsibility for pastoral care	To support vulnerable families and pupils as well as those with SEND and ensure they reach their potential through well-planned and monitored interventions. Support also given to teachers and TAs who are delivering interventions to increase impact.	Pupils make small step progress towards expected outcomes and personalised targets.
Employment of part time teacher for Y4/6 vulnerable pupils falling behind ARE: English and Maths.	To accelerate progress in RWM. Targeted vulnerable groups are taught in an intervention group by a specialist teacher in SEND, in addition to a TA. Interventions such as RWInc, Nessy, are used. Regular monitoring and assessment of need in Y4-6 ensures the right pupils are accessing the support.	Expected progress for all children and for many accelerated progress over the year. Raised self-esteem and confidence means pupils can go back into the mainstream classroom and access learning more confidently.
Employment of TA2 to support EAL pupils in who have recently come to UK.	To support pupils to access Y6 curriculum by interpreting, intervening, differentiating and to deliver interventions.	Accelerated progress in RWM from baseline of very little English.
Employment of 1 full time TA to support in EYFS to allow teacher to implement interventions and to support outdoor learning.	To accelerate progress of identified vulnerable groups. Adult supports outdoor learning activities, facilitating learning, observing and recording achievements. To target pupils including those who are PP and to promote growing and preparing fresh foods to eat. Pupils grow, harvest and take their crop home	Increased % of pupils in vulnerable groups working towards expected in ELGs. Achievement of city awards each year for growing vegetables. A knowledge of healthy eating for the future.



Item/project	Objective	Outcome/success criteria
Employment of TA 2 to support vulnerable child in Y3.	<p>To support pupil in remaining in school and to accelerate progress. To meet and greet in the morning to ensure calm start to the day.</p> <p>To mentor, help good decision making, to support when child struggling to cope</p>	To accelerate progress from a very low baseline of self-esteem and school readiness. To narrow the gap between present attainment and ARE.
Employment of 2 teaching assistants one hour a week to run a gardening club.	To target pupils including those who are PP and to promote growing and preparing fresh foods to eat. Pupils grow, harvest and take their crop home	Achievement of city awards each year for growing vegetables. A knowledge of healthy eating for the future lives.
Employment of a play therapist for half a day a week.	To target pupils with low self-esteem, poor communion, low confidence and some SEHM characteristics.	Pupils more confident, raised self -esteem, able to communicate with peers and adults more confidently and ultimately academic progress and attainment improved.
Employment of extra TA to support learning in Y4.	To accelerate progress of identified vulnerable groups. TA runs intervention in Maths, phonics, BRP.	Increased % of pupils in vulnerable groups working towards expected outcomes. (ARE).
Employment of extra TA to support learning in Y5 of ADHD pupils plus other vulnerable pupils.	To accelerate progress of identified vulnerable groups.	Increased % of pupils in vulnerable groups working towards expected outcomes. (ARE).
Walking Bus	To target pupils with a poor attendance record and/or with a history of lateness. Two TAs collect up to 15 pupils from the estate. Children get exercise and calm start to the school day.	To offer families support with getting pupils into school on time and improve pupil attendance. Pupils ready to learn when arriving at school. Improved learning outcomes.
Subsidised clubs, trips and visits. (non-sports clubs)	To provide opportunities for all pupils at Stokes Wood. Families are encouraged to make a contribution, however small, but disadvantaged families are not penalised and can attend the activity, having paid or not.	All pupils attend trips and other activities.
Life Bus	To understand a range of life skills, concepts, choice making, knowledge around the human body and mind for pupils F1-Y6.	Pupils able to keep themselves safe and make good choices as well as know about the main functions of the organs of the body. Parents are also able to take part in a parent session.

Item/project	Objective	Outcome/success criteria
Pastoral care resources	To support pupils with managing their emotions/ sensory development etc. These are used as interventions by TAs and in lunchtimes as part of activities to work with pupils who are struggling to comply with playground rules at lunchtime.	Pupils well-being is improved, Boxhall profile scores improved.
Theatre productions	To enable all pupils to experience a professional drama production. Many of our disadvantaged pupils would not visit a theatre. Productions are booked twice a year and these are used a stimulus for Literacy and in particular speaking and listening and writing.	Pupils enjoy and learn from a cultural experience and standards raised in speaking and listening and writing through concrete experiences to work with.
<b>TOTAL SPEND</b>	<b>£468,187</b>	

<b>Total PPG received</b>	<b>£225,720</b>
<b>Total PPG expenditure</b>	<b>£468,187</b>
<b>Remaining</b>	<b>nil</b>