



Pupil premium strategy statement

School overview

Metric	Data
School name	Stokes Wood Primary School.
Pupils in school	357
Proportion of disadvantaged pupils	39
Pupil premium allocation this academic year	£227,040
Pupil premium projected spend this academic year	£320,927
Academic year or years covered by statement	2018-20
Publish date	24 October 2019
Review date	Jan 2020
Statement authorised by	Jane Gadsby
Pupil premium lead	Jane Gadsby
Governor lead	Nilesh Makwana

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.8
Writing	2.1
Maths	5.4

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 2019-20	55% (2018-19 was 48% In line with national average (51 %))
Achieving high standard at KS2 2019-20	10% (2018-19 was 4% In line with national average (5%))

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Additional Y5/6 teacher to release Deputy Head to support improvements in teaching and learning in Y4-6 and to support higher achieving pupil premium pupils in Y6.
Priority 2	<ul style="list-style-type: none"> • Ongoing employment since Sept 2011 of two Learning Behaviour Mentors to support disadvantaged pupils and other vulnerable pupils and their families. • 3 additional TAs and learning behaviour mentor to support academic coaching in Y6 • AHT for Pastoral support of pupils and their families.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Access to language – especially from books: difficulty or reluctance in reading/EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils. • Attendance and lateness. • Behaviour – pupils with specific social and emotional needs which affect their learning. • Pupils who’s 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.
Projected spending	£191,532

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	3	Sept 20
Progress in Writing	3	Sept 20
Progress in Mathematics	6	Sept 20
Phonics	65% match 2018-19 as weaker cohort	Sept 20
Attendance	96% school attendance target	Sept 20

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Nurture group and super stars staffing to support vulnerable pupils and those falling behind in KS1. TA employed in the afternoons to support phonics and reading in Y1 (phonics and BRP). Additional teacher employed in 2nd half of Spring and 1st half of Summer term to support pupils to achieve phonics threshold in Y1 and Y2.
Priority 2	<ul style="list-style-type: none"> NT intervention teacher for lower achieving and SEND pupils in Y4, 5 and 6 to accelerate progress using small group teaching and evidenced based interventions. <p>Daily walking bus: 2 members of staff who collect disadvantaged pupils whose attendance/punctuality is poor.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> Access to language – especially from books: difficulty or reluctance in reading/EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils. 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
Projected spending	£121,690

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Subsidised clubs, trips and visits (non-sports clubs) to increase opportunity and experience and consequently language acquisition. (Theatre, Life Bus, visits to school.)
Priority 2	<ul style="list-style-type: none"> Employment of a play therapist for half a day a week. Pastoral resources including those for the nurture group and forest school. These are both used to improve social interaction, language and communication skills, social and emotional difficulties and delays in physical development. Training of an additional Forest School Leader.

Barriers to learning these priorities address	<ul style="list-style-type: none"> Impoverished language and lack of opportunity, delayed social interaction, attachment issues, medical issues such as ADHD and ASD, delayed physical development and delayed communication skills.
Projected spending	£7,705

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High expectations of all groups of pupils	Lesson studies and pupil progress meetings
Targeted support	Ensuring interventions are evidencing impact and tracking of progress rigorously by SLT	SENDCo monitory interventions. Team Leaders monitoring pupil progress at least termly.
Wider strategies	Engagement of harder to reach parents, attendance of persistent absentees.	AHT attending attendance network. Regular activities to engage parents with school activities: focus days, family days, assemblies, charity days, fayres, reading evening, open evening, parents' evening etc.

Review: last year's aims and outcomes

Aim	Outcome
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.	<p>Disadvantaged 48% at EXS in RWM and 4% at higher standard (In line with national average 51% and 5%)</p> <p>Non-disadvantaged 78% at EXS in RWM and 27% at higher standard</p> <p>National non-disadvantaged 71% at EXS in RWM and 13% at higher standard</p>
To close the gap for progress made between disadvantaged pupils at Stokes Wood and non-disadvantaged pupils nationally.	<p>School disadvantaged progress R 1.8 W 2.1 M 5.4</p> <p>National non-disadvantaged progress NK</p>