



## Pupil premium strategy statement 2020-21

### School overview

Metric	Data
School name	Stokes Wood Primary School.
Pupils in school	429
Proportion of disadvantaged pupils	38% (163 pupils)
Pupil premium allocation this academic year	£219,235
Pupil premium projected spend this academic year	£322,255
Academic year or years covered by statement	2019-21
Publish date	
Review date	Jan 2021 July 2021
Statement authorised by	Jane Gadsby
Pupil premium lead	Jane Gadsby
Governor lead	Nilesh Makwana

### Disadvantaged pupil progress scores compared with non-pupil premium for last academic year 2018-19

Measure	Score pp	Score non-pp
Reading	1.8	5.0
Writing	2.1	4.6
Maths	5.4	6.8

### Strategy aims for disadvantaged pupils compared with non-disadvantaged at the end of 2020/21

Measure	Score pp	Score Non pp
Meeting expected standard at end KS2 in RWM 2020-2021	<b>55%</b> (2018-19 was 48% in line with national average (51 %))	<b>70%</b>
Achieving high standard at end IN RWM KS2 2020-21	<b>10%</b> (2018-19 was 4% in line with national average (5%))	<b>25%</b>

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Additional Y5/6 teacher to release Deputy Head to support improvements in teaching and learning in Y3-6 particularly in reading and writing and to support higher achieving pupil premium pupils in Y6.</li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li><b>Progression in curriculum subjects needed reviewing and medium term planning reviewed as a result. Ongoing review and monitoring of impact required.</b></li> <li><b>School Improvement objectives focus on increasing % of pupil premium achieving GDS</b></li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Ongoing employment since Sept 2011 of two Learning Behaviour Mentors to support disadvantaged pupils and other vulnerable pupils and their families.</li> <li>3 additional TAs and learning behaviour mentor to support academic coaching in Y6 for disadvantaged pupils</li> <li>AHT for Pastoral support of pupils and their families.</li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li><b>There are a significant number of pupils across the school who have social, emotional, mental health needs which impact on their attitude and outcomes for their own learning as well as those around them. Employment of these staff, has reduced the negative impact and has improved emotional, health and academic outcomes for all pupils.</b></li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Access to language – especially from books: difficulty or reluctance in reading/writing/EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils.</li> <li>Attendance and lateness.</li> <li>Behaviour – pupils with specific social and emotional needs which affect their learning.</li> <li>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.</li> </ul>
Projected spending	<b>£200,532</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	3	Sept 21
Progress in Writing	3	Sept 21
Progress in Mathematics	6	Sept 21
Phonics	<b>Due to Covid</b> 60% secure	Sept 21
Attendance	96% school attendance target	Sept 21

## Targeted academic support for current academic year

Measure	Activity <b>(Even though assessments are now cancelled, we will obviously still put in the support when all pupils are back in school. Many disadvantaged children have been in school during lockdown.)</b>
Priority 1	<ul style="list-style-type: none"> <li>• Nurture group and super stars staffing to support vulnerable pupils and those falling behind in KS1.</li> <li>• TA employed in the afternoons to support phonics and reading in Y1 (phonics and BRP).</li> <li>• 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.</li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li>• <b>Over time these provisions have increased the % of pupil premium pupils and therefore all pupils achieving the phonics threshold at the end of Y1 and if not at the end of Y2. Early intervention to grasp phonics has a wider long-term impact on reading for pupils.</b></li> <li>• <b>Early intervention such as nurture groups which address SEHM needs such as attachment, trauma and self-esteem as well as EAL barriers for very young children impact on longer term outcomes both pastorally and academically. Over time, this provision has improved outcomes for pupil premium pupils at Stokes Wood.</b></li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Daily walking bus: 2 members of staff who collect disadvantaged pupils whose attendance/punctuality is poor.</li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li>• <b>Academic outcomes for NT intervention group provide termly evidence of accelerated progress in Reading and Maths particularly.</b></li> <li>• <b>Attendance/punctuality for targeted pupil premium pupils is significantly improved over time, less learning time is lost. Pupils are in a calmer emotional state and more ready to learn on arrival at school. This improves academic outcomes for these pupils over time.</b></li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Access to language – especially from books: difficulty or reluctance in reading/ writing/(Talk for Writing Project)EAL/ speech and language delay, dyslexic traits, impoverished language of white British pupils (Voice 21 project).</li> <li>• Attendance and lateness.</li> <li>• 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.</li> <li>• The pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning.</li> </ul>
Projected spending	<b>£118,005</b>

## Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Subsidised clubs, trips and visits (non-sports clubs) to increase opportunity and experience and consequently language acquisition. (Theatre, Life Bus, visits to school.) <b>Although lock down impacted on this provision, we were able to provide some.</b></li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li><b>Pupil premium pupils generally do not get these opportunities and experiences unless provided by school. Cultural and enrichment activities increase aspiration and cultural capital for this group of pupils and increase academic outcomes over time.</b></li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Employment of a play therapist for half a day a week. <b>Again Lockdown impacted on this provision but some was provided.</b></li> <li>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.</li> </ul>
Evidence to support decision making	<ul style="list-style-type: none"> <li><b>These interventions have been proven to increase social, emotional, mental health as well as academic outcomes for targeted groups of pupils over time.</b></li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>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. (CPD for staff in ADHD, Talk for Writing and Speaking and Listening Voice 21)</li> </ul>
Projected spending	<b>£3,718</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High expectations of all groups of pupils.	Socially distanced learning walks and pupil progress meetings. Monitoring of remote learning, book scrutinies.
Targeted support	Ensuring interventions are evidencing impact and tracking of progress rigorously by SLT.	SENDCo monitoring interventions through new tracking software. 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: Due to Covid these activities have been on Zoom (assemblies, videos of nativities and assemblies like anti-bullying, harvest etc). Regular contact with parents during lockdown and isolation through year group email, zoom calls, phone calls, home visits if needed.

<b>Evidence to be completed at end of 2020-21</b>		
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## Review: last year's aims and outcomes 2019-2020 (in school data)

<b>Aim</b>	<b>Outcome</b>										
<p>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>	<p>Teacher Assessment outcomes are as follows (judgements from March 2020)</p> <table border="1"> <thead> <tr> <th>Disadvantaged pupils no/%</th> <th>Reading EXS/ARE</th> <th>Writing EXS/ARE</th> <th>Maths EXS/ARE</th> <th>RWM EXS/ARE</th> </tr> </thead> <tbody> <tr> <td>36 61%</td> <td>24 66.7%</td> <td>21 58.3%</td> <td>28 77.8%</td> <td>19 52.8%</td> </tr> </tbody> </table>	Disadvantaged pupils no/%	Reading EXS/ARE	Writing EXS/ARE	Maths EXS/ARE	RWM EXS/ARE	36 61%	24 66.7%	21 58.3%	28 77.8%	19 52.8%
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<p>From in school data</p>											

## Review: 2020-21 aims and outcomes

Aim	Outcome				
<p>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>	<b>Year 6 pupils at end of Year 6, 2020-21</b>				
		Reading	Writing	Maths	RWM
	<b>All Pupils (59 pupils)</b>				
	At ARE	40 (67.8%)	40 (67.8%)	39 (66.1%)	38 (64.4%)
	GDS	0 (0.0%)	0 (0.0%)	6 (10.2%)	0 (0.0%)
	At or Above ARE	40 (67.8%)	40 (67.8%)	45 (76.3%)	38 (64.4%)
	<b>Pupil Premium (21 pupils)</b>				
	At ARE	11 (52.4%)	11 (52.4%)	11 (52.4%)	10 (47.6%)
	GDS	0 (0.0%)	0 (0.0%)	1 (4.8%)	0 (0.0%)
	At or Above ARE	11 (52.4%)	11 (52.4%)	12 (57.1%)	10 (47.6%)
	<b>Non-Pupil Premium (38 pupils)</b>				
	At ARE	29 (76.3%)	29 (76.3%)	28 (73.7%)	28 (73.7%)
	GDS	0 (0.0%)	0 (0.0%)	5 (13.2%)	0 (0.0%)
	At or Above ARE	29 (76.3%)	29 (76.3%)	33 (86.8%)	28 (73.7%)
	<b>Year 6 pupils at end of Year 2, 2016-17 (pupils missing assessment not included in percentages)</b>				
		Reading	Writing	Maths	RWM
	<b>All Pupils – 43 pupils (59 pupils in cohort - 16 pupils missing assessment)</b>				
	At ARE	23 (53.5%)	19 (44.2%)	21 (48.8%)	18 (41.9%)
	GDS	2 (4.7%)	1 (2.3%)	2 (4.7%)	0 (0.0%)
	At or Above ARE	25 (58.1%)	20 (46.5%)	23 (53.5%)	18 (41.9%)
	<b>Pupil Premium – 17 pupils (21 pupils in cohort – 4 pupils missing assessment)</b>				
	At ARE	7 (41.2%)	5 (29.4%)	6 (35.3%)	4 (23.5%)
	GDS	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	At or Above ARE	7 (41.2%)	5 (29.4%)	6 (35.3%)	4 (23.5%)
	<b>Non-Pupil Premium – 26 pupils (38 pupils in cohort – 12 pupils missing assessment)</b>				
	At ARE	16 (61.5%)	14 (53.8%)	15 (57.7%)	14 (53.8%)
	GDS	2 (7.7%)	1 (3.8%)	2 (7.7%)	0 (0.0%)
	At or Above ARE	18 (69.2%)	15 (57.7%)	17 (65.4%)	14 (53.8%)
<p>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> <p>Same in Y1 phonics</p>	Disadvantaged pupils no/%	<b>Reading</b> EXS/ARE	<b>Writing</b> EXS/ARE	<b>Maths</b> EXS/ARE	<b>RWM</b> EXS/ARE
	End of KS1	14.3%	4.8%	4.8%	4.8%
	GDS	0%	0%	0%	0%
	Non disadvantaged pupils no/%	59%	48.7%	56.4%	48.7%
	GDS	0%	0%	0%	0%
	National				
	Disadvantaged pupils no/%	Phonics	Phonics		
	Y1 15 (30.6%)	Y1	Y2		
	Y2 21 (35%)	3	15		
		21.4%	71.4%		
	Non disadvantaged pupils no/%	23	33		
	Y1 34 (69.4%)	67.6%	84.6%		
	Y2 39 (65%)				
	National				

To close the gap for progress made between disadvantaged pupils at Stokes Wood and non-disadvantaged pupils nationally. End of KS2 at least 6 steps progress

Y6 disadvantaged 21 (35.6%)

Non-disadvantaged 38 (64.4%)

Year 2-6 at least 6 steps progress

Disadvantaged 118 (10 missing data –new to school)

Non-disadvantaged 107 (29 missing data-new to school)

Pupils making at least 6 steps progress (Year 1 not included as end of Reception uses different progress measure)

(Pupils missing assessment not included in percentages)

	Reading	Writing	Maths
<b>Year 6 – 59 pupils in cohort – 5 pupils missing data</b>			
<b>Pupil Premium - 20 (21 – 1 missing data)</b>	18 (90.0%)	18 (90.0%)	18 (90.0%)
<b>Non-Pupil Premium - 34 (38 – 4 missing data)</b>	32 (94.1%)	31 (91.2%)	32 (94.1%)
<b>All Pupils - 54 (59 – 5 missing data)</b>	50 (92.6%)	49 (90.7%)	50 (92.6%)
<b>Years 2 – 60 pupils in cohort – 6 pupils missing data</b>			
<b>Pupil Premium - 21 (21 – 0 missing data)</b>	12 (57.1%)	12 (57.1%)	17 (81.0%)
<b>Non-Pupil Premium - 33 (39 – 6 missing data)</b>	27 (81.8%)	28 (84.8%)	28 (84.8%)
<b>All Pupils - 54 (60 – 6 missing data)</b>	39 (72.2%)	40 (74.1%)	45 (83.3%)
<b>Year 2-6 – 334 pupils – 39 pupils missing data</b>			
<b>Pupil Premium - 118 (128 – 10 missing data)</b>	100 (84.7%)	96 (81.4%)	93 (78.8%)
<b>Non-Pupil Premium - 177 (206 – 29 missing data)</b>	159 (89.8%)	161 (91.0%)	152 (85.9%)
<b>All Pupils -295 (334 – 39 missing data)</b>	259 (87.8%)	257 (87.1%)	245 (83.1%)