

# Pupil Premium Strategy 2018-19



Stourport Primary  
Academy

Created October 2018



SEVERN ACADEMIES  
EDUCATIONAL TRUST

Explore

Dream

Discover

Achieve



Strategy Review Date – December 2018

Last External Review – April 2018

### What is it?

The Pupil Premium is Government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces. In 2017/18 the funding allocated is £1320 per child, with an additional £580 for each pupil either 'in care' or adopted from care. Children of Armed Forces families are eligible for a grant of £300.

### Summary Information as of October 2018

Total Allocation for 2018-19: £130,000

|        | Number of Pupil Premium | % Pupil Premium | Pupil Premium Children who are... |          |          |          |        |              |                    |            |                       |
|--------|-------------------------|-----------------|-----------------------------------|----------|----------|----------|--------|--------------|--------------------|------------|-----------------------|
|        |                         |                 | Boys                              | Girls    | SEN Supp | SEN EHCP | EAL    | Looked After | Previously in Care | Vulnerable | Gypsy Roma/ Traveller |
| All    | 90 of 306               | 29%             | 51 – 57%                          | 39 – 43% | 23 – 29% | 2 – 2%   | 1 – 1% | 5 – 6%       | 3 – 3%             | 30 – 33%   | 37 – 41%              |
| Year R | 8 of 46                 | 17%             | 3 – 38%                           | 5 – 63%  | 1 – 13%  | -        | -      | 1 – 13%      | -                  | 2 – 25%    | 1 – 13%               |
| Year 1 | 14 of 45                | 31%             | 7 – 50%                           | 7 – 50%  | 2 – 14%  | -        | -      | -            | 1 – 7%             | 5 – 36%    | 7 – 50%               |
| Year 2 | 12 of 47                | 26%             | 8 – 67%                           | 4 – 33%  | 5 – 42%  | -        | -      | 1 – 8%       | -                  | 7 – 58%    | 5 – 42%               |
| Year 3 | 8 of 44                 | 18%             | 5 – 63%                           | 3 – 37%  | 2 – 25%  | -        | -      | 1 – 13%      | -                  | 2 – 25%    | 4 – 50%               |
| Year 4 | 16 of 47                | 34%             | 9 – 56%                           | 7 – 44%  | 6 – 38%  | 1 – 6%   | -      | -            | 1 – 6%             | 5 – 31%    | 9 – 56%               |
| Year 5 | 12 of 31                | 38%             | 6 – 50%                           | 6 – 50%  | 3 – 25%  | -        | -      | -            | 1 – 8%             | 4 – 33%    | 3 – 25%               |
| Year 6 | 20 of 46                | 43%             | 13 – 65%                          | 7 – 35%  | 7 – 35%  | 1 – 5%   | 1 – 5% | 2 – 10%      | -                  | 5 – 25%    | 8 – 40%               |

## Results over Time

| Phonics | 2014-15 |     | 2015-16 |     | 2016-17 |           | 2017-18 |           |
|---------|---------|-----|---------|-----|---------|-----------|---------|-----------|
|         | % Pass  |     | % Pass  |     | % Pass  |           | % Pass  |           |
|         | Sch PP  | Nat | Sch PP  | Nat | Sch PP  | Nat Other | Sch PP  | Nat Other |
| Year 1  | 67      | 78  | 47      | 83  | 57      | 84        | 70      | 84        |
| Year 2  | 93      | 92  | 90      | 93  | * 71    | *84       | 100*    | 84*       |

\* From 2016-17, Year 2 phonics data show the percentage of pupil who re-took the test and passed

| KS1         | 2014-15    |           | 2015-16      |         | 2016-17      |           | 2017-18      |           |
|-------------|------------|-----------|--------------|---------|--------------|-----------|--------------|-----------|
|             | % 2B+ / L3 |           | % EXS+ / GDS |         | % EXS+ / GDS |           | % EXS+ / GDS |           |
|             | Sch PP     | Nat Other | Sch PP       | Sch PP  | Nat Other    | Nat Other | Sch PP       | Nat Other |
| KS1 Reading | 60 / 7     | 86 / 37   | 70 / 20      | 78 / 27 | 47 / 0       | 79 / 28   | 14 / 0       | 79 / 28   |
| KS1 Writing | 47 / 0     | 77 / 21   | 80 / 10      | 70 / 15 | 41 / 0       | 72 / 18   | 14 / 0       | 72 / 18   |
| KS1 Maths   | 60 / 7     | 85 / 30   | 70 / 10      | 77 / 20 | 53 / 0       | 79 / 23   | 29 / 0       | 79 / 23   |

| Key Stage 2      | 2014-15                 |           | 2015-16        |           | 2016-17        |           | 2017-18        |           |
|------------------|-------------------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|
|                  | % L4+ / L5              |           | % L4+ / L5     |           | % EXS+ / GDS   |           | % EXS+ / GDS   |           |
|                  | Sch PP                  | Nat Other | Sch PP         | Nat Other | Sch PP         | Nat Other | Sch PP         | Nat Other |
| KS2 Reading      | 80 / 30                 | 92 / 55   | 17 / 11        | 71 / 23   | 47 / 7         | 77 / 29   | 44 / 6         | 77 / 29   |
| KS2 Writing      | 80 / 20                 | 90 / 42   | 89 / 11        | 79 / 18   | 67 / 13        | 81 / 21   | 56 / 6         | 81 / 21   |
| KS2 Maths        | 80 / 0                  | 90 / 48   | 44 / 11        | 75 / 20   | 60 / 13        | 80 / 27   | 56 / 0         | 80 / 27   |
| RWM Combined     | 80 / 0                  | 85 / 29   | 17 / 60        | 6 / 7     | 40 / 7         | 40 / 67   | 39 / 0         | 40 / 67   |
|                  | % 2 / 3 Levels Progress |           | Progress Score |           | Progress Score |           | Progress Score |           |
|                  | Sch PP                  | Sch PP    | Nat Other      | Nat Other | Sch PP         | Nat Other | Sch PP         | Nat Other |
| Reading Exp Prog | 80 / 50                 | 92 / 33   | -4.31          | +0.35     | +1.26          | +0.33     | +0.81          | +0.33     |
| Writing Exp Prog | 80 / 95                 | 50 / 37   | +4.61          | +0.1      | +3.18          | +0.17     | +3.30          | +0.17     |
| Maths Exp Prog   | 80 / 91                 | 20 / 37   | -0.41          | +0.26     | +1.02          | +0.28     | +2.21          | +0.28     |

National data shows a comparison with school PP data and the national averages of 'non-PP' children (Nat Other). It is not a direct comparison between PP children in school and PP children nationally. 2018 comparison figures show 2017 in lieu of data release in November.

## Key Issues and Barriers to Achievement

|                |  |
|----------------|--|
| <b>Engage</b>  | <p>A) Poor attendance and punctuality of children supported by Pupil Premium, compared to their peers.</p> <p>B) Social and Emotional Needs</p> <p>C) Nearly 25% of children have been identified as vulnerable over their school career.</p> <p>D) 41% of children supported by Pupil Premium funding are from a Gypsy Roma/Traveller heritage. In 2017-18 25 PP &amp; GRT pupils were 'long term travelling' – this equates to 1327 sessions across the school year.</p> |
| <b>Educate</b> | <p>E) Low Starting points on entry for the majority of children. This is often compounded by poor literacy levels in the home – particularly for pupils who come from the GRT community.</p>   |

## Outcomes for Pupil Premium in our School:

|                |   |
|----------------|---|
| <b>Engage</b>  | <p>1) Increase the attendance and punctuality of disadvantaged learners so that their attendance is at least in line with their peers – <i>the school recognises the percentage of pupil premium children who are also from a Gypsy Roma or Traveller background who may have extended periods of Traveller absence. In such cases, the data for these pupils will be analysed separately.</i></p> <p>2) Provide suitable alternative provision and support for children with significant emotional and social difficulties to enable them to be more successful in the classroom.</p>  |
| <b>Educate</b> | <p>3) Provide educational support to further improve the progress of disadvantaged pupils and increase the proportion working at Age Related Expectation by the end of EYFS, so that the proportion of pupils achieving a Good Level of Development is in line with national averages.</p> <p>4) Provide educational support to further improve the progress of disadvantaged pupils and increase the proportion working at Age Related Expectation in each year group, so that outcomes are in line with their peers.</p> <p>5) Diminish the difference between the achievement of our disadvantaged pupils and their peers in school and nationally at the end of each Key Stage.</p> |
| <b>Enrich</b>  | <p>6) Provide educational support to further improve the progress of disadvantaged pupils and increase the proportion working at Greater Depth in each year group, so that outcomes are in line with their peers.</p>   |

| Outcome Reference & Intervention   | Cost             | Purpose and Rationale  | Success Criteria with Measures   | Impact & Review (including non-PP Children) |    |    |    |            |     |     |     |               |     |     |     |  |
|--|------------------|--|--|---|----|----|----|------------|-----|-----|-----|---------------|-----|-----|-----|--|
| Pupil Premium Lead<br><br><div style="background-color: red; color: white; padding: 2px;">Engage</div> <div style="background-color: yellow; color: black; padding: 2px;">Educate</div> <div style="background-color: green; color: white; padding: 2px;">Enrich</div><br>Ref 2-6            | Staffing cost    | Appointment of pupil premium lead to: <ul style="list-style-type: none"> <li>• Provide individualised emotional social support for Key children (EEF +4 months)</li> <li>• Provide behaviour support for key children (EEF +3 months)</li> <li>• Early intervention in EYFS (EEF +X Months) to support children and families with SEMH related issues and transition to school.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased attendance for PP children from 90% to 94%</li> <li>• Increase percentage of PP children working at ARE</li> </ul> <table border="1" data-bbox="1122 347 1581 459"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td><b>B/L</b></td> <td>42%</td> <td>39%</td> <td>48%</td> </tr> <tr> <td><b>Target</b></td> <td>58%</td> <td>60%</td> <td>66%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Reduce the number of significant negative incidences each term for supported children.</li> </ul> |   | Rd | Wr | Ma | <b>B/L</b> | 42% | 39% | 48% | <b>Target</b> | 58% | 60% | 66% |  |
|  | Rd               | Wr   | Ma   |   |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>B/L</b>   | 42%              | 39%  | 48%  |   |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>Target</b>  | 58%              | 60%  | 66%  |   |    |    |    |            |     |     |     |               |     |     |     |  |
| TA support across all classes<br><br><div style="background-color: red; color: white; padding: 2px;">Engage</div> <div style="background-color: yellow; color: black; padding: 2px;">Educate</div> <div style="background-color: green; color: white; padding: 2px;">Enrich</div><br>Ref 2-6 | £70,000 staffing | <ul style="list-style-type: none"> <li>• Provide emotional and social support for vulnerable children to ensure they are 'ready to learn' (EEF +4 months)</li> <li>• Provide small teaching and learning support groups to help accelerate progress (EEF +1 Month)</li> </ul>  | <ul style="list-style-type: none"> <li>• Increase percentage of PP children working at ARE</li> </ul> <table border="1" data-bbox="1122 746 1581 858"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td><b>B/L</b></td> <td>43%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td><b>Target</b></td> <td>50%</td> <td>45%</td> <td>57%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Average rate of progress for PP children is higher than that of their peers at each assessment point across the year.</li> </ul>                                  |   | Rd | Wr | Ma | <b>B/L</b> | 43% | 34% | 45% | <b>Target</b> | 50% | 45% | 57% |  |
|  | Rd               | Wr   | Ma   |   |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>B/L</b>   | 43%              | 34%  | 45%  |   |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>Target</b>  | 50%              | 45%  | 57%  |   |    |    |    |            |     |     |     |               |     |     |     |  |
| Small Class Sizes<br><br><div style="background-color: red; color: white; padding: 2px;">Engage</div> <div style="background-color: yellow; color: black; padding: 2px;">Educate</div> <div style="background-color: green; color: white; padding: 2px;">Enrich</div><br>Ref 1-6             | £50,000 staffing | Small, single-age classes enable staff to: <ul style="list-style-type: none"> <li>• Give more frequent, individual feedback and tailored provision (EEF +8 months)</li> <li>• Foster greater engagement in learning</li> <li>• Monitor and develop greater personal development and well-being</li> <li>• Have more focussed and frequent liaison with parents. (EEF +3 months)</li> </ul> | <ul style="list-style-type: none"> <li>• Outcomes at the end of KS1 are at least in line with national averages for GDS.</li> <li>• Feedback from parents is wholly positive regarding their liaison with staff</li> </ul>   |   |    |    |    |            |     |     |     |               |     |     |     |  |

| Attendance Officer<br>Engage<br>Ref 1                                  | £6,500 staffing | <ul style="list-style-type: none"> <li>Liaise with families, staff and outside agencies to target lateness, poor attendance and those missing in education to ensure attendance is in line with national averages</li> <li>Manage the long term travelling of GRT families and ensure they return to education as soon as possible<br/><i>(DFE 100% att - 3.1 times more likely to secure higher outcomes than 85-90% att)</i></li> </ul> | <ul style="list-style-type: none"> <li>Increased attendance for PP children from 90% to 94%</li> <li>Persistent absenteeism for PP children reduced from 30%.</li> <li>GRT Families long term travelling is carefully managed, documented and recorded, and children return to education as soon as possible.</li> </ul>   |  |         |       |            |           |           |            |           |           |            |           |           |  |
|--|-----------------|---|--|--|---------|-------|------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|--|
| Third Space Learning – Y6 intervention<br>Educate<br>Enrich<br>Ref 4-6 | £5,000 resource | <ul style="list-style-type: none"> <li>Provide an accredited, online intervention to support progress in maths.</li> <li>Increase levels of engagement in learning</li> <li>Reduce the attainment gap between PP children and their peers nationally and in school at the end of KS2<br/><i>(TSL +7 months; EEF + 4 months)</i></li> </ul>  | <ul style="list-style-type: none"> <li>Progress in maths at the end of KS2 continues to be above the national average and overall, is in line with Writing.</li> <li>85% percentage of children will achieve at least the expected standard by the end of the year.</li> <li>Progress of this group will be above that of children not part of TSL, by the end of KS2</li> </ul>   |  |         |       |            |           |           |            |           |           |            |           |           |  |
| Century Artificial Intelligence<br>Educate<br>Enrich<br>Ref 4-6        |                 | <ul style="list-style-type: none"> <li>Provide an accredited, online, diagnostic learning tool to support personalised provision and progress across the core curriculum.</li> <li>Increase levels of engagement in learning</li> <li>Reduce the attainment gap between PP children and their peers nationally and in school at the end of KS2.<br/><i>(EEF + 4 months)</i></li> </ul>  | <ul style="list-style-type: none"> <li>Progress in Reading and Maths is above that of 2017-18 data at each assessment point.</li> </ul> <p>KS2 Progress All/PP</p> <table border="1" data-bbox="1153 1177 1583 1331"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td><b>Aut</b></td> <td>1.0 / 1.0</td> <td>1.0 / 1.0</td> </tr> <tr> <td><b>Spr</b></td> <td>2.1 / 2.0</td> <td>2.1 / 2.0</td> </tr> <tr> <td><b>Sum</b></td> <td>3.2 / 3.1</td> <td>3.2 / 3.1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Outcomes at the end of KS2 are at least in line with national averages.</li> </ul> |  | Reading | Maths | <b>Aut</b> | 1.0 / 1.0 | 1.0 / 1.0 | <b>Spr</b> | 2.1 / 2.0 | 2.1 / 2.0 | <b>Sum</b> | 3.2 / 3.1 | 3.2 / 3.1 |  |
|  | Reading         | Maths   |  |  |         |       |            |           |           |            |           |           |            |           |           |  |
| <b>Aut</b>   | 1.0 / 1.0       | 1.0 / 1.0   |  |  |         |       |            |           |           |            |           |           |            |           |           |  |
| <b>Spr</b>   | 2.1 / 2.0       | 2.1 / 2.0   |  |  |         |       |            |           |           |            |           |           |            |           |           |  |
| <b>Sum</b>   | 3.2 / 3.1       | 3.2 / 3.1   |  |  |         |       |            |           |           |            |           |           |            |           |           |  |

| <p>1:1 Year 6 Mentoring</p> <p>Educate</p> <p>Ref 4-5</p>                          | <p>£8,075 staffing</p>               | <p>Provide weekly mentoring sessions for targeted Year 6 pupils to:</p> <ul style="list-style-type: none"> <li>• Target weak curriculum areas</li> <li>• Work with children across the year through mocks and lead up to SATs tests.</li> <li>• Increase engagement in learning and access to the curriculum. Learning to increased attainment of pupils and improved attendance. <i>(EEF +5 months)</i></li> </ul>                        | <ul style="list-style-type: none"> <li>• Increase percentage of children receiving mentoring who are working at ARE</li> </ul> <table border="1" data-bbox="1122 201 1585 316"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td><b>B/L</b></td> <td>63%</td> <td>56%</td> <td>75%</td> </tr> <tr> <td><b>Target</b></td> <td>88%</td> <td>81%</td> <td>88%</td> </tr> </tbody> </table> |  | Rd | Wr | Ma | <b>B/L</b> | 63% | 56% | 75% | <b>Target</b> | 88% | 81% | 88% |  |
|--|--------------------------------------|--|--|--|----|----|----|------------|-----|-----|-----|---------------|-----|-----|-----|--|
|  | Rd                                   | Wr   | Ma   |  |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>B/L</b>   | 63%                                  | 56%  | 75%  |  |    |    |    |            |     |     |     |               |     |     |     |  |
| <b>Target</b>  | 88%                                  | 81%  | 88%  |  |    |    |    |            |     |     |     |               |     |     |     |  |
| <p>Curriculum Enrichment Programme</p> <p>Educate</p> <p>Enrich</p> <p>Ref 2-6</p> | <p>£9,600 Staffing and resources</p> | <ul style="list-style-type: none"> <li>• Provide pupils across the school with a diverse curriculum of enrichment opportunities – leading to an increased engagement in learning. <i>(EEF +4 months)</i></li> <li>• Provide children with the opportunity to work in small, mixed-age groups for creative opportunities <i>(EEF+ 2 months)</i></li> <li>• Develop increased love of learning and improved attendance at school.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased attitudes to learning and school as shown by pupil questionnaires and pupil voice</li> <li>• Increased engagement in learning across the curriculum</li> <li>• Increased attendance for PP children from 90% to 94%</li> <li>• Persistent absenteeism for PP children reduced from 30%.</li> <li>•</li> </ul>   |  |    |    |    |            |     |     |     |               |     |     |     |  |
| <p>Every Child a Talker intervention in EYFS</p> <p>Educate</p> <p>Ref 3</p>       | <p>£1,100 staffing</p>               | <p>Develop the role of lead practitioner to ECAT, leading to:</p> <ul style="list-style-type: none"> <li>• Increased % of pupils working at ARE in Speaking and Understanding.</li> <li>• Increased % of pupils attaining GLD at the end of EYFS. <i>(EEF +5 months)</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Increase the percentage of PP children working at ARE in speaking from 0% (Baseline) to 75% (End of Year).</li> <li>• Increase the percentage of PP children working at ARE in understanding from 13% (Baseline) to 75% (End of Year).</li> </ul>   |  |    |    |    |            |     |     |     |               |     |     |     |  |

|   |                                      |   |   |  |
|---|--------------------------------------|---|---|--|
| <p>Crafty Chippies</p> <p>Engage<br/>Educate</p> <p>Ref 1, 2, 5</p> | <p>£2,000 Staffing and resources</p> | <ul style="list-style-type: none"> <li>• Provide targeted children with a construction-based engaging curriculum, with real-life projects, while developing key skills.</li> <li>• Reduced behavioural incidence at lunchtime, leading to an increased readiness to learn after lunch.</li> <li>• Increased engagement in learning and attendance at school.<br/><i>(EEF + 3 months)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Increased attendance for PP children from 91% to 94%</li> <li>• Reduce the number of significant negative incidences each term for supported children.</li> <li>• Children demonstrate good progress by the end of KS2.</li> </ul> |  |
|---|--------------------------------------|---|---|--|