

Pupil premium strategy statement: Stoke Fleming Primary



Stoke Fleming School

1. Summary information					
School	Stoke Fleming Primary				
Academic Year	2019/20	Total PP budget	£25, 080	Date of most recent PP Review	July 2019
Total number of pupils	138	Number of pupils eligible for PP	19	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (school non PP)</i>	<i>National Pupils not eligible for PP (PP national average)</i>
% achieving in reading, writing and maths	100% (82%)	64%
progress in reading	+7.55 (+2.56)	+0.31 (-0.56)
progress in writing	+2.07 (+0.72)	+0.24 (-0.44)
progress in maths	+4.22 (+3.43)	+0.31 (-0.58)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Early Language and literacy
B.	Catch up for new joiners in year and after YR
External barriers	
C.	Pupil and family access to resources outside school
D.	Poor attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Skilled professionals support pupils on entry to the school and before where possible with the language and literacy skills to progress rapidly towards their ELGs Where pupil's enter after EYFS their needs are assessed and targeted immediately.	<ul style="list-style-type: none"> Early and rapid identification of pupils needs takes place Key staff trained and supporting pupils Parents are supported to help children at home develop key language skills
B.	Attendance of key PP pupils rises rapidly so they rarely miss a day of school and accelerated progress is made with key interventions where needed.	<ul style="list-style-type: none"> Attendance rises to at least 96% Gap is narrowed

		<ul style="list-style-type: none"> • Attainment is in line with peers
C.	All PP pupils have the opportunity to take on key roles in school life, participate in extra curricular activities and represent the school in sports and academic competitions.	<ul style="list-style-type: none"> • Self esteem is raised through leadership opportunities and participation in extra curricular activities and representing the school.

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Upon joining Stoke Fleming School at any stage pupils needs are identified and supported immediately to ensure rapid progress in key aspects of language and literacy.	Early lang and Lit support in EYFS with trained specialist	Increasing number of pupils assessed on baseline entry with a weakness in L&L	Highly trained staff Dissemination of practice Support from EYFS lead	Amy Yeo/ Ellie Malley	Spring 2020
	Immediate identification of pupil's needs upon joining after EYFS	Many mobile new joiners come from overseas or are forces pupils who need rapid support to ensure they do not fall behind peers	Baseline and progress checks at key intervals alongside peers Phonics training for all staff in RWI	Georgia Taylor	Jan 2020
	Targeted intervention is in place to support pupils and accelerate progress beyond the expected rate in order that pupils at least reach Age Related Expectation by the end of the primary phase.	PP pupils perform below that of their peers in EYFS and KS1 and the gap must be narrowed rapidly.	Teaching staff and SENCO plan – do – review learning plans for pupils.	SENCo, Class teachers	SEND reviews termly
Total budgeted cost					15,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils rarely miss a day of school thus not being at a further disadvantage to their peers	Targeted use of Early Help for vulnerable families	Access to outside support will enable to draw upon resources unknown to them previously	Regular Early help reviews will ensure the correct help is put in place	SENCO	Termly
	Supported access to wraparound care	Families are supported through key working hours with childcare.	Review with parents regular attendance	HT	Termly
	EWO intervention to target the support for families	The EWO can offer professional advice and support where needed.	Recorded meetings to take place and regular check up visits with admin	HT & Admin	2 x per year and when necessary.

Total budgeted cost					£5000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP pupils have the opportunity to take on key roles in school life, participate in extra curricular activities and represent the school in sports and academic competitions.	Extra-curricular competitions: Youth speaks, football, athletics	Extra - curricular activities enable pupils to experience the full range of activities they may not be able to access, these can also develop links to sports clubs and open opportunities for grants and scholarships.	Ensure priority is given to PP/ disadvantaged pupils for access and where needed provide transport and additional support for access.	MS	Summer
	Support to take on leadership roles within school: Pupil Parliament, House Captain	To be a school leader develops self confidence and self esteem. It offers opportunities for pupils to experience different aspects of life learn leadership skills for the future.	Ensure priority is given to disadvantaged pupils and support and coach for the application of these roles.	AH, HW	Summer
	Financial support to access school residential to Wild and Skern Lodge	School residentials provide opportunities for pupils to experience things they would not ordinarily experience.	All disadvantaged pupils will have the opportunity to experience these activities regardless of financial barriers.	HT, AH, HW, GS	Autumn 2
Total budgeted cost					c.£6000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				