



School overview

Metric	Data
School name	Stokeinteignhead Primary School (United Schools Federation)
Pupils in school	96
Proportion of disadvantaged pupils	4%
Pupil premium allocation this academic year	£6,260
Academic year or years covered by statement	2019 - 2020
Publish date	July 2020
Review date	Summer 2021
Statement authorised by	Mr. Martin Harding (Executive Headteacher).
Pupil premium lead	Miss Joanna Crathorne
Governor lead	Mr. Ken Singleton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	4.57
Writing	-0.88
Maths	1.28

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	72%
Achieving high standard at KS2	13%

Measure	Activity
To improve attainment and progress in English and Maths for pupils entitled to the pupil premium	<ul style="list-style-type: none">• Providing targeted provision for all disadvantaged pupils.• Ensuring staff development is reviewed so that staff feel able to cover particular needs.• Individualised learning support for particular children throughout the school identified as requiring additional input.
To raise the percentage of pupil premium children who are attaining above age related expectations	<ul style="list-style-type: none">• Booster sessions from teachers, teaching assistants and higher-level teaching assistants.

To provide early language intervention and support for disadvantaged pupils in Foundation Stage and Key Stage 1	<ul style="list-style-type: none"> • Providing effective challenge and support for high attaining disadvantaged pupils. • Identify enrichment opportunities and ensure high attaining disadvantaged pupils have access. • Ensuring curriculum planning provides extension and challenge for all pupils in all subjects. • Specialised teaching and enrichment opportunities identified and utilised effectively across all subjects.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Achievement -pupils unable to access teaching and learning in order that they achieve at least expected standards. • Poor oral / language skills: children needing high levels of speech and language therapy-based support. • Personal, social and emotional barriers affecting PP pupils to access learning in class • Limited life experiences and financial barriers to extra curriculum activities.
Projected spending	£17,749

Teaching priorities for current academic year

Aim	Target	Target date
<i>*Due to Covid19 we are unable to assess outcomes until September for this year</i>		
Progress in Reading	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Progress in Writing	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Progress in Mathematics	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Phonics	Attainment of pupils in receipt of PP will be in line with that of their peers	*September 2020
Other	Implementation of the Learning Challenge Curriculum (LCC) (Focus Education)	*September 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
All children have secure phonics knowledge	<ul style="list-style-type: none"> • Individualised learning support for particular children throughout the school identified as requiring additional input. • Booster sessions from teachers, teaching assistants and higher-level teaching assistants.
To Improve progress for high attaining pupils to ensure they reach their potential.	

To support pupils social and emotional provision through access to appropriate interventions	<ul style="list-style-type: none"> • Parent information events linked to development of phonics/early reading skills. • To support pupils and parents and ensure pastoral needs are met. The school will offer parental support where needed and signposting parents to appropriate providers of support. • Where applicable to address the social and emotional barriers to learning, raise aspirations and accelerate progress. • PHSE Health & Wellbeing; Mind-Up programme; Meditation (Headspace) • Cultural Champions • Rights Respecting
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Achievement -pupils unable to access teaching and learning in order that they achieve at least expected standards. • Poor oral / language skills. • Personal, social and emotional barriers affecting PP pupils to access learning in class. • Support from parents.
Projected spending	£17,314

Wider strategies for current academic year

Measure	Activity
Equal access to extracurricular activities including school visits and residential trips	<ul style="list-style-type: none"> • PP children will receive a school sweatshirt (Reception aged children will also get a Book Bag). • Eligible parents and carers who may apply for partial financial assistance (up to 50%) to enable children to take part in enrichment activities.
All pupils will have access to resources and equipment required for learning.	<ul style="list-style-type: none"> • To assist eligible parents with the financial costs of transporting children to additional curriculum activities by school minibus.
To further develop resilient learners through a focus on pupil wellbeing and mental health	<ul style="list-style-type: none"> • Where applicable to address the social and emotional barriers to learning, raise aspirations and accelerate progress. • To provide support through early help and education welfare services.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Support from parents. • Personal, social and emotional barriers that affect pupils' wellbeing. • Financial issues which impact on the lack of cultural and enrichment opportunities.
Projected spending	£435

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistency in approach and accuracy of ongoing monitoring and targeted support and challenge	Ongoing moderation across the federation. Regular team monitoring and triangulation of evidence. Termly reviews of interventions and their impact.

Targeted support	To ensure all children who need wider emotional support receive it and those strategies are embedded in all classrooms.	Training to be delivered to all staff. Mental Health champions support staff appropriately. Mind-Up ethos and principles are embedded across the school.
Wider strategies	All curriculum subjects are firmly embedded and skills and knowledge progressions are effective for all pupils.	Termly monitoring by subject leaders and wider monitoring by Governors.

Review: last year's aims and outcomes

Aim	Outcome
To ensure that all children regardless of need make good progress and achieve their full potential.	Progress measure for pupils in receipt of pupil premium funding was above the national average in reading and maths. Although the writing progress measure for pupils in receipt of pupil premium funding was below the national average, there was only 1 child within the cohort who was in receipt of pupil premium funding. This child had been supported throughout school with targeted interventions to support development of reading and writing skills.
By the end of year 6, children in receipt of PPG will achieve a level of attainment comparable to other children in school and nationally.	Attainment for the pupil in receipt of pupil premium funding was in line with national average in reading and maths, but below in writing. Although pupil's overall attainment was below national for Reading and Maths, the attainment at the end of Key Stage 2 was in line with or better than their prior attainment as reflected in the positive progress measures in all areas.