



Stokeinteignhead Primary School



Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Stokeinteignhead Primary School (United Schools Federation)
Pupils in school	103
Proportion of disadvantaged pupils	10%
Pupil Premium allocation this academic year	£6,380
Academic year or years covered by statement	2020-2021
Publish date	May 2021
Review date	May 2022
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 (due to Covid-19 2019-2020 details)
Reading	4.57
Writing	-0.88
Maths	1.28

Strategy aims for disadvantaged pupils

Measure	Score (due to Covid-19 2019-2020 details)
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.• Booster sessions from teachers, teaching assistants and higher-
To raise the percentage of pupil premium children who are	

attaining above age related expectations	<ul style="list-style-type: none"> level teaching assistants. Providing training for additional higher-level teaching assistants (HLTAs). 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.
To provide early language intervention and support for disadvantaged pupils in Foundation Stage and Key Stage 1	
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, including an increase in SEMH needs and anxiety linked to pandemic. Limited life experiences and financial barriers to extra curriculum activities.
Support staff spending	£11,628

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All pupils make at least good progress with a proportion making better than good progress.	September 2021
Progress in Writing	All pupils make at least good progress with a proportion making better than good progress.	September 2021
Progress in Mathematics	All pupils make at least good progress with a proportion making better than good progress.	September 2021
Phonics	Attainment of pupils in receipt of PP will be in line with that of their peers	September 2021
Other	Implementation of the Learning Challenge Curriculum (LCC) (Focus Education)	September 2021

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.

To Improve progress for high attaining pupils to ensure they reach their potential.	<ul style="list-style-type: none"> • Booster sessions from teachers, teaching assistants and higher-level teaching assistants. • Parent information events linked to development of phonics/early reading skills, as well as reading progression throughout the school. • 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. • To enhance use of Early Help to support families and children with anxiety following pandemic. • Where applicable to address the social and emotional barriers to learning, raise aspirations and accelerate progress. • Development of nurture/sensory space in school. • PSHE Health & Wellbeing; Mind-Up programme; Meditation (Headspace) • Cultural Champions • Rights Respecting Silver Award • Development of school as Dementia Friendly school.
To support pupils social and emotional provision through access to appropriate interventions	
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.
SEN estimate & Curriculum Software Spending	£10,835

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. • To assist eligible parents with the financial costs of transporting children to additional curriculum activities by school minibus. • 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.
All pupils will have access to resources and equipment required for learning.	
To further develop resilient learners through a focus on pupil wellbeing and mental health	
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.
Uniform/Minibus Spending	£3,039

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	Target	Outcome
Progress in Reading	All pupils make at least good progress with a proportion making better than good progress.	Due to COVID-19, no formal testing took place in 2020.
Progress in Writing	All pupils make at least good progress with a proportion making better than good progress.	Due to COVID-19, no formal testing took place in 2020.
Progress in Mathematics	All pupils make at least good progress with a proportion making better than good progress.	Due to COVID-19, no formal testing took place in 2020.
Phonics	Attainment of pupils in receipt of PP will be in line with that of their peers	Due to COVID-19, no formal testing took place in 2020.
Other	Implementation of the Learning Challenge Curriculum (LCC) (Focus Education)	Due to COVID-19, no formal testing took place in 2020.