

Pupil premium strategy statement (primary)

1. Summary information					
School	Stoke Gabriel				
Academic Year	2021 - 22	Total PP budget	£30,935	Date of most recent PP Review	September 2021
Total number of pupils	93	Number of pupils eligible for PP	23	Date for next internal review of this strategy	September 2022
		Service Pupils	1 (£310)		
		LAC	0		
		Total	£31,245		

2. Attainment 2021 (Based on Y6 results)		
<i>Stoke Gabriel's figures for pupils eligible for PP (outcomes are based on teacher assessment as there were no SATs tests in 2021 due to the COVID-19 pandemic)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	71.4% (based on teacher assessment)	No data due to COVID-19 pandemic
% achieving expectation in writing	71.4% (2/3 pupils based on teacher assessment)	No data due to COVID-19 pandemic
% achieving expectation in maths	64.3% (2 based on teacher assessment)	No data due to COVID-19 pandemic

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils eligible for PP to be achieving in line with national average in maths
B.	Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Some pupil premium pupils have SEMH needs which can impact on their progress
D.	Children whose parents are in the serving armed forces may have SEMH needs. Service premium has been introduced to address the emotional and social well-being of these pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for PP to be achieving in line with national average in maths	<ul style="list-style-type: none"> • Pupils eligible for PP to attain at least EXS in line with non-eligible peers in maths across the school • The progress of eligible pupils in maths is at least in line with National at the end of KS2 • Pupils previously identified as higher attaining are identified and targeted for GD. • Provision will have been tailored, reviewed and altered at PPM in response to individual needs of the pupils. • Subject leader will lead staff CPD to provide staff with a clear understanding of how to provide challenge and develop maths teaching to improve pupil outcomes. • Subject leader will work with the AH and LAT Maths Hub to gain a clear vision of the position of maths and the outcomes of those eligible for PP.
B.	Pupil premium children will make <u>at least</u> good progress following school closures linked to the COVID-19 pandemic	<ul style="list-style-type: none"> • Pupils will access a 'bounce back' curriculum that identifies and plugs gaps in learning. • Quality First Teaching will tailor learning to suit the needs of individual learners by removing barriers. • To respond to the barriers of the children in our Covid catch up category by addressing gaps and misconceptions rapidly via detailed and QFT led provision mapping. • PPM will identify any pupils not on track to make expected progress and there will be a change of provision as a result. • Subject leader will track progress with the AH in pupil progress meetings and robustly respond to the need of the pupils.
C.	Pupils eligible for PP have access to tailored SEMH support through the Inclusion Hub and Attachment Based mentoring support where appropriate.	<ul style="list-style-type: none"> • Pupils will be identified through Boxall profiling who need further SEMH support. • Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc and tailor provision as needed. • ABM training through Babcock
D.	Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub as required.	<ul style="list-style-type: none"> • Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play as required. • Specialist support package available if needed. • Staff awareness will support pupils through provision map

5. Planned expenditure

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?
Pupils eligible for PP to be achieving in line with national average in maths	<p>Pupil progress meetings to discuss progress journey, challenge and have aspirational targets.</p> <p>Staff articulate and model metacognitive thinking. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.</p> <p>Hubs; Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum and feed this back to class teachers.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>EEF Report - METACOGNITION AND SELF-REGULATED LEARNING say</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of 'thinking about thinking', teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils' metacognition.</p> <p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn - Ofsted said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p>	<p>Well-structured PPM's.</p> <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically and identify necessary provision.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p> <p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position). This will ensure monitoring cycles impact progress.</p>	<p>Head</p> <p>Teaching staff and senior leadership</p> <p>Subject Leaders</p>	Termly

	Focus on 'stretching' pupils and the vocabulary around 'challenge'.	<p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>A curriculum that is ambitious for all pupils; a curriculum that is coherently planned and sequenced; a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities; A curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>			
Pupil premium children will make <u>at least</u> good progress following school closures linked to the COVID-19 pandemic	<p>Pupil progress meetings to discuss progress journey, challenge and have aspirational targets.</p> <p>Personalised learning</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Specific provision map for pupil's impacted by missed learning</p> <p>Mental and well-being support</p>	<p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.^{11 Mar 2015}</p>	<p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring, pupil conferencing, lesson blinks to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	Academy Head/ SENDCo	Termly
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?
Pupils eligible for PP to be achieving in line with national average in maths	<p>Challenge in teaching</p> <p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/ understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs booster groups</p> <p>Targeted maths support from TA's overseen by AH and Maths lead.</p> <p>Detailed provision mapping – reviewed termly</p> <p>Personlised curriculum</p>	<p>Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at challenge/impact.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e. - has it improved the child's progress?</p>	<p>Teaching staff and senior leadership</p> <p>Subject Leaders</p>	Termly
Pupil premium children will make <u>at least</u> good progress following school closures linked to the COVID-19 pandemic	<p>Precision Teaching</p> <p>Pre-Teaching</p> <p>QFT and provision mapping to identify gaps</p> <p>Precision teaching for any pupils that are in need.</p> <p>Power of 2 – Key Skills</p>	<p>Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at challenge/impact.</p>	<p>Teaching staff and senior leadership</p> <p>Subject Leaders</p>	Half-termly

		praise to engage and motivate pupils.11 Mar 2015	Pupil progress meetings identify target children forensically. Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e. - has it improved the child's progress?		
Total budgeted cost					Staffing: £11,720.25 Resources: £3,906.75
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?
Pupils eligible for PP will have access to SEMH support through the Inclusion Hub	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Provision maps will track progress in SEMH and identify needs.</p> <p>School to train staff in Lego Therapy which has been chosen with our PP pupils in mind.</p> <p>Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Therapeutic Play</p> <p>Access to MAST for therapeutic staff training and art therapy</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &</p>	<p>The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK</p> <p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>Boxall Profile reviews termly</p> <p>Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p>	<p>IIH Manager</p> <p>Academy Head</p>	Termly

	<p>outdoor forest school sessions) Use of Early Help RfAS to access family support.</p> <p>Inclusion Hub – Family Support</p>				
<p>Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub</p>	<p>Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego Therapy, Therapeutic Play etc.</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)</p> <p><u>Tailored</u> provision to be sought via the IIH as required</p> <p>1:1 nurture sessions with TA</p> <p>Inclusion Hub family support</p>	<p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>Pre-course questionnaires are sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p>	<p>IIH Manager</p> <p>Academy Head</p>	<p>Termly</p>
<p>Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance</p>					
					<p>IIH Budget</p> <p>£15,627</p>
					<p>Total budgeted cost</p> <p>£31,245</p>

6. Review of expenditure 2021-22				
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>