

## PUPIL PREMIUM STRATEGY STATEMENT

# Stamshaw Infant School

### SCHOOL OVERVIEW

Metric	Data
School name	Stamshaw Infant School
Pupils in school	210
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£92,010
Academic year or years covered by statement	2020 -2023
Publish date	September 2020
Review date	July 2020
Statement authorised by	Jo Cooper
Pupil premium lead	Jo Watson
Governor lead	Emma Aldred

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	No attainment data
Writing	No attainment data
Maths	No attainment data

### DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	Achieve expected progress from EYFS outcomes in Year 2 Teacher Assessments/SATS	July 2023

Progress in Writing	Achieve expected progress from EYFS outcomes in Year 2 Teacher Assessments/SATS	July 2023
Progress in Mathematics	Achieve expected progress from EYFS outcomes in Year 2 Teacher Assessments/SATS	July 2023
Phonics	Achieve broadly in line with PSC expected standard	July 2023
Other	Attendance Improve spoken language and communication	July 2023

## TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Ensure staff are delivering suitable interventions to accelerate the understanding of phonics. Identify gaps in learning following disruptions to education and ensure all children are supported to make good progress.
Priority 2	Work with Trust leads in Maths and English to share and disseminate good practice to enable secure understanding of key skills.
Barriers to learning these priorities address	Missed education has impacted on children's stamina, language acquisition, range of vocabulary, concentration and social skills. Further periods of disrupted learning and low attendance due to Coronavirus will require personalised provision to provide appropriate 'catch up' interventions. Ensure all staff use effective interventions based on measureable progress.
Projected spending	£48,000

## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Establish intervention groups to be led by teachers for a disadvantaged group to enable progress.
Priority 2	Purchase additional books with a phonics approach to supplement the 1:1 reading and Home Reading. Buy and embed Maths schemes to support teaching

	including Remote Learning. Identify strategies and interventions and ensure strong QFT to support maximum progress for identified children.
Barriers to learning these priorities address	Encouraging wider reading and providing catch up in maths. Enabling opportunities to strengthen the speaking and listening skills affected during closure. Robust analysis of gaps and areas of weakness, personalised to individual circumstances.
Projected spending	£42,000

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Engagement of parents to support with learning. Develop strategies to support parents with reading at home and developing language rich opportunities
Priority 2	Develop and include additional well being activities across the curriculum. Promote opportunities to develop independence, resilience, concentration and strength of character. Continue to develop support for SEMH and behaviour strategies to improve readiness to learn.
Barriers to learning these priorities address	Improve concentration and readiness to learn for most disadvantaged pupils. Restrictions to the school site with regards to Parent Workshops will require different models for promoting engagement and understanding of ways to support learning.
Projected spending	£9,000

## MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensure time is given to enable staff to have a professional dialogue and share good practice and ensure staff development needs are met	Well planned staff meeting, INSET days to meet the needs of the staff
Targeted support	Ensuring time is protected for the teachers delivering targeted interventions	Timetabling of job-share classes to enable teachers to be released to deliver the interventions.

Wider strategies	Engagement of parents and the most challenging families	Support provided by The Pastoral Lead working in close association with the LA and a range of outreach providers.
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## REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome
	<p>Disadvantaged pupils made steady and in many cases, accelerated progress across all areas last year. National statistics in July 2020 cannot be measured through data outcomes owing to the partial closure of all schools as a result of coronavirus. However, analysis of assessments undertaken, demonstrate very good progress made from low starting points. Attendance of disadvantaged groups of pupils, including those persistently absent, showed outstanding success. The introduction of 'Therapeutic Relationships', a Restorative approach and the development of our 'Well being Centre' demonstrated a significant impact on the attendance and wellbeing of a number of pupils and their families and recognised the importance of small changes on the life of those experiencing challenges, leading to a huge impact on the lives of their whole family.</p>