

Pupil premium strategy statement

School overview

Metric	Data
School name	Stoneraise School
Pupils in school	148
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£13,450
Academic year or years covered by statement	1/9/2021 - 31/08/2022
Publish date	01/09/2021
Review date	12/07/2021 reviewed by GB July 2022 next review.
Statement authorised by	Clem Coady
Pupil premium lead	Clem Coady
Governor lead	Phil Askew

Disadvantaged pupil progress scores for last academic year (2018-19 was the last year these data sets were published)

Measure	Score
Reading	7.57
Writing	-0.88
Maths	5.28
Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils (Sept 2021-2022)

Measure	Activity
Priority 1	Embed reading for pleasure as a school culture through the use of Accelerated Reader and Read Write Inc program
Priority 2	Work with NCTEM to develop use of Concrete, pictorial and abstract (CPA) teaching in maths across the school.
Barriers to learning these priorities address	Ensure staff used evidence-based teaching pedagogy to develop pupil understanding of CPA.
Projected spending	£11,000

We adopt the Education Endowment Foundation’s tiered approach to Pupil Premium spending, by aiming to ensure quality-first teaching, supported by targeted academic support and wider strategies to promote non-academic outcomes such as wellbeing and attendance.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022

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
Priority 1	<ul style="list-style-type: none"> - Ensure teachers have had CPD in AR programme and RWInc. - Ensure school has full resources to maximise the use of the schemes including reading books for pleasure and WRInc booklets
Priority 2	<ul style="list-style-type: none"> - Staff CPD to develop use of CPA teaching in Mathematics - Manipulative resourcing for teaching of mathematics
Barriers to learning these priorities address	<ul style="list-style-type: none"> -Staff time and cost of CPD -Lack of resources to use in the classroom
Projected spending	£11,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop learning outside of school for disadvantaged pupils, supported by the Letterbox Club.
Priority 2	Provide Curriculum enrichment activities including access to wider curriculum including computing and

	music.
Priority 3	Provide emotional and social interaction support groups for targeted children to raise self-esteem and readiness to learn.
Barriers to learning these priorities address	Limited resources to learn independently at home. Financial barriers to participate in music/computing
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Time to develop and embed CPA	Use of Staff meeting and INSET to develop and enhance this area of school.
Wider strategies	Engaging with families	Continued dialogue with families regarding extra-curricular clubs and supporting materials.

Review: 2020-2021 aims and outcomes

Aim	Outcome																																																																						
Increase reading comprehension scores across PP children.	<p>Externally set and marked national assessments were completed during September (base measure) and July (end measure) indicates that reading mean standardised scores increased.</p> <table border="1"> <thead> <tr> <th colspan="4">Pupil Premium English Assessment</th> </tr> <tr> <th rowspan="2">Pupil</th> <th>Sept</th> <th>July</th> <th>Difference</th> </tr> <tr> <th colspan="3">Standard Scores</th> </tr> </thead> <tbody> <tr><td>1</td><td>75</td><td>80</td><td>5</td></tr> <tr><td>2</td><td>90</td><td>104</td><td>14</td></tr> <tr><td>3</td><td>82</td><td>86</td><td>4</td></tr> <tr><td>4</td><td>73</td><td>91</td><td>18</td></tr> <tr><td>5</td><td>79</td><td>69</td><td>-10</td></tr> <tr><td>6</td><td>81</td><td>92</td><td>11</td></tr> <tr><td>7</td><td>69</td><td>71</td><td>2</td></tr> <tr><td>8</td><td>104</td><td>104</td><td>0</td></tr> <tr><td>9</td><td>74</td><td>73</td><td>-1</td></tr> <tr> <th colspan="3">Mean Reading Progress</th> <td>5</td> </tr> <tr> <th></th> <th>KS1 Score</th> <th>KS2 Score</th> <th rowspan="6"></th> </tr> <tr><td>10</td><td>WTS</td><td>Exp</td></tr> <tr><td>11</td><td>Exp</td><td>Exp</td></tr> <tr><td>12</td><td>WTS</td><td>Exp</td></tr> <tr><td>13</td><td>PKS</td><td>WTS</td></tr> <tr><td>14</td><td>*</td><td>GD</td></tr> </tbody> </table> <p>* = not data transferred from previous school</p>	Pupil Premium English Assessment				Pupil	Sept	July	Difference	Standard Scores			1	75	80	5	2	90	104	14	3	82	86	4	4	73	91	18	5	79	69	-10	6	81	92	11	7	69	71	2	8	104	104	0	9	74	73	-1	Mean Reading Progress			5		KS1 Score	KS2 Score		10	WTS	Exp	11	Exp	Exp	12	WTS	Exp	13	PKS	WTS	14	*	GD
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Reading ages improved on average by 13 months from September to July.

Pupil Premium Accelerated Reader			
Pupil	Sept	July	Difference
	Year.Month	Year.Month	
1	*	*	*
2	*	*	*
3	6.2	6.6	4
4	6.1	6.5	4
5	*	*	*
6	6.5	7.11	17
7	6.2	6.3	1
8	8.5	9.5	12
9	6.4	8.01	21
10	9.1	10.1	12
11	10.5	12.9	28
12	8.6	9.4	8
13	9.11	11.6	19
14	9.9	10.9	12
Mean Reading Progress			13

* = not reading ready to complete assessments

No National DfE Assessments were completed nationally and therefore school used a recognised substitute to evaluate the effectiveness of PP expenditure.

Increase outcomes in maths.

Externally set and marked national assessments were completed during September (base measure) and July (end measure) indicates that mean standardised scores increased.

Pupil Premium Maths Assessment			
Pupil	Sept	July	Difference
	Standard Scores		
1	69	71	2
2	87	101	14
3	93	118	25
4	101	102	1
5	79	70	-9
6	74	86	12
7	69	85	16
8	91	107	16
9	85	84	-1
Mean Reading Progress			8
	KS1 Score	KS2 Score	
10	Exp	GD	
11	Exp	Exp	
12	PKS	Exp	
13	PKS	WTS	
14	*	Exp	

* = not data transferred from previous school

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To broaden the curriculum experience

Free access to 1-1 music instrument tuition was a specific target to broaden and enrich the curriculum. Even with lockdown in place 3 children achieved grade 1 ABRSM exam results in woodwind.