

1. Summary information					
School	<p>Stow-on-the-Wold Primary School The pupil premium funding stream was introduced to give support to those children who have ever been in receipt of free school meals, over and above main school funding. Children who are looked after or who have special guardianship, or are the children of service men and women are also eligible for additional funding. The money is to be used to close the gap between the children and their peers and to reduce inequalities making sure that children reach their full potential academically and socially.</p> <p>Decisions have been made in consultation with the full governing body and other local primary Schools Ofsted commented that “additional funding is well used. It is focused very clearly on the needs of eligible pupils and is effective in accelerating their progress. The school has also organised its budget to enable five classes to be maintained, so enabling smaller teaching groups” June 2014 and judges again as still good provision in July 2018</p>				
Academic Year	19/20	Total PP budget	£34,320	Date of most recent PP Review	May 2019
Total number of pupils	130	Number of pupils eligible for PP	21	Date for next internal review of this strategy	March 2020

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>
	2016 (5)	2017 (2)	2018(5)	
% achieving expected standard or above in reading, writing & maths	60% /100.9	50%/ 96.6	40%	
% making expected progress in reading (as measured in the school)	60%/ 99.8	50%/ 95	60% /99.4	64/100.3
% making expected progress in writing (as measured in the school)	60%/ 95.2	50%/ 97.0	60% /98.2	68/100.2
% making expected progress in mathematics (as measured in the school)	80%/ 102.2	50%/ 96	40%/ 99.4	64/100.3

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Access to support and advice for families of children in receipt of PP and also with additional needs such as additional cognition and learning or social/emotional needs, also access to the wider curriculum if costs are involved.
B.	Access to nurture and in school one to one help and catch up programmes for high and lower attaining PP and vulnerable PP pupils
C.	Support for high attaining PP pupils requiring additional supervision and support for children entitled to PP Plus requiring intensive support

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils in receipt of pupil premium
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4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	Help will also take the form of additional financial support for very targeted activities Parents and carers to have easy access on site to high quality early help and support and ongoing support at reviews/meetings and with paperwork and applications, access to services, food bank, legal advice and moral support in professionals meetings	Parents to be well supported and signposted to additional help and report feeling able to support their children Parents will feel supported to ensure that their children can take part in all activities without financial hardship
B.	Children in need of nurture and mental health support to support their emotional development and wellbeing and in receipt of pupil premium plus will have their needs met Children in need of catch up and interventions will have ready access to staff with the right skills and capacity to support them	Children will be able to access nurture groups/ provision Children will make progress on Boxall scale or similar Children will be able to access the curriculum more readily and close the gap with their peers Children will feel well supported by school staff academically and socially
C.	Children who are vulnerable require additional supervision and support during a difficult transition time or as their home circumstances change	Children are well supported Children have their specific needs met Children are easily assimilated into school life Children are prepared for the next steps in their school career
D.	A minority of PP children require improved attendance rates	Attendance will be very closely scrutinised and monitored Attendance will show rapid rates of progress and be consistently improved

5. Review of expenditure for previous year				
Previous Academic Year		2018-19		
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
<p>Smaller class sizes overall to benefit all pupil especially those in receipt of PP in KS2</p>	<p>Employment of an additional full time class teacher in KS2 and additional teaching partners in school</p>	<p>The additional class maintained in Juniors, paid in part by the pupil premium, means small class sizes benefitting all children including those in receipt of pupil premium. Class sizes reduced to around 25 for the academic year initially although this crept up during the year with new intakes.</p> <p>Increased opportunities for one to one tuition and small group support in class.</p> <p>Impact on results can be seen by looking at attainment and pupil progress rates for each year group in KS2 which continues to improve with a weaker cohort.</p> <p>KS2 staff have also continued one to one tuition and small group support before and after school in preparation for SATS to benefit all pupils but especially PP pupils although this is voluntary.</p>	<p>Continued smaller class sizes in the juniors has given the school the increased capacity to be inclusive to those with additional needs and the school is getting a reputation for a nurturing environment suitable for those with additional complex needs.</p> <p>This does mean an additional burden on the school for those pupils requiring intensive support but not financially supported by eg an EHCP and even those who are need funding above and beyond the hours provided</p> <p>This will be continued in 2019-20</p> <p>Funding was well used and the school was able to utilise GHLL funding to train all staff on mental well being which benefits PP pupils and all other pupils too.</p> <p>The Virtual school has offered additional top up funding in 2019-2020 again to support particular children</p>	<p>£28266 (to include a proportion of which is attributed to PP of around £7700)</p> <p>Around £120 for two sessions</p>
<p>Additional focused training for staff with regard to supporting PP children and closing the gap Training for staff</p>	<p>Staff training to enhance teaching and PP provision and targeted support as well as support for all</p>	<p>The school was able to train school staff on team teach approaches to de-escalation , and mental health training for all staff Staff also enjoyed twilights on mental good health and on team teach techniques. Nurture staff have continued to be supported through the community hub and have access to school based training.</p>	<p>The EPS service has offered to continue to support with therapeutic interventions for PP pupils although some of these were less successful than other such as therapeutic story writing interventions.</p> <p>Team teach training for all staff has also been completed during this year to help staff safely support those with additional needs</p>	<p>Free sessions on mental health from GHLL</p> <p>Team teach £80 per head =</p>
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
Access to the hub/ for well being sessions	Commissioned work from a cluster mental health nurse situated at Bourton Windrush Hub and/or on site Community Hub	Proven track record of effective support for vulnerable pupils in nearby schools in consultation with Virtual school and social care and Hub. This year we have been able to secure the use of a trained counsellor through our own community Hub (Sarah Mann) who has been offering nurture sessions instead	See section on nurture onsite in the community HUB activity as this has been used instead for targeted well being sessions for children	£15 an hour plus additional costs for RC to attend The Ridge
Employment of an Attendance and Pupil Premium champion To monitor teaching and learning and impact especially on attendance and interventions for those in receipt of PP	Employment of a pupil premium champion to monitor and support the progress of pupil premium children through direct intervention in the classroom and though an overall monitoring and tracking role.	<p>Continuing to employ an HLTA to champion the cause of Pupil premium children has ensured targeted support and a named person to assist class teachers in overseeing their academic progress, ensuring clear identification of their needs and close monitoring of their progress.</p> <p>The champion is also a school Governors and oversees expenditure of pupil premium monies and holds leadership to account.</p> <p>The pupil premium champion also oversees attendance of the most vulnerable pupils, set up attendance plans, attend meetings and reviews, make daily calls and home visits if required to ensure PP pupil attend school regularly. Phone calls and chasing up social care has been particularly labour intensive this year.</p>	<p>The approach has worked well and has resulted in improved attendance for PP pupils as well as targeted support for all children in school, monitoring their attendance and keeping an over view of their progress.</p> <p>The champion has also been able to ensure children were selected to attend certain activities such as a triathlon for vulnerable pupils and ensure that they have access to all trips and visits and any additional requirements they may have in consultation with PSA.</p> <p>Continued rigor is required in 2019-20 to target resources more fully and to tackle the persistent absentees who are also PP, although these are reducing in number over time.</p>	<p>£18,850 proportion of week @50% focused on PP children</p> <p>£ 9450</p>

<p>Targeted support for children both one to one and for parents and whole families- families and vulnerable children</p> <p>Commissioning of services</p> <p>Attendance by PSA at family case conferences, individual reviews, annual reviews, meetings with social care, multi agency meetings.</p>	<p>Employment of a PSA in school at least one and a half days a week mainly for vulnerable pupils although available to all pupils</p>	<p>Targeted support as set out in outcomes achieved in full.</p> <p>The PSA facilitates conversations between the most vulnerable families and the school helping with mediation, paperwork, external agencies</p> <p>Pupils also speak directly to the PSA about their concerns and the PSA has either worked with them or referred them to additional specialist help and support.</p> <p>The social and emotional needs of many of the PP pupils has improved as a result of the impact of the PSA and families working collaboratively, case studies available for inspection</p> <p>The availability of the PSA has also enabled targeted support for those not in receipt of PP across the cluster of schools.</p>	<p>This is a proven and successful approach across a cluster of school and will continue to be an effective use of pupil premium across the cluster and is now well embedded in the school provision for families</p> <p>It has been decided to increase the spending on this aspect as it is most effective in directly targeting those families in need up to another half a day a week in school on a triage system.</p> <p>Ofsted commented that this has “been very successful in arranging support for several families from a range of agencies” June 2014</p>	<p>£7500</p>
<p>Targeted Intervention groups</p> <p>Targeted interventions to support PP children to keep up with their peers and catch up as required, one in KS1 and one in KS2</p>	<p>Employment of two intervention Teaching partners to support children in class, to implement intervention programmes including phonics and maths interventions and one to one interventions</p>	<p>Two additional teaching assistants employed in KS1 Class 2 and KS2 Class 3, paid in part by contributions from the pupil premium grant.</p> <p>Phonics catch up for those in receipt of PP in Y1 who are not expected to pass the phonics test or in Year 2 who failed to pass in Y1.</p> <p>All children have made some progress and some are beginning to close the gap and make accelerated progress. Year 2 are now at 100% expected standard in phonics.</p> <p>Liaison between class teachers and teaching assistants has been greatly enhanced.</p>	<p>This has been very successful and has enabled the school to support PP children and other children more effectively across the school in terms of intervention groups and additional support both in KS1 and KS2</p> <p>A child who is more able PP in Class 4 has been able to access additional support and opportunities</p> <p>The support will focus more in KS2 from September 2019 as the group of PP children move Class 4 and a number move into reception</p> <p>Ofsted commented that “teaching assistants are skilled and are a significant element in helping pupils to make progress, particularly but not exclusively for those who find learning more difficult” June 2014</p>	<p>£9141 as a proportion of their time focused with PP pupils</p>

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
Support for PP and PP plus children who find friendships difficult, do not engage in classroom activities, disrupt sessions or have difficult relationships with their parents and other adults	Access to a Nurture environment	Proven track record with children in the locality and meeting their needs The need for continuity of care for new pupils The hub provides a bespoke programme of interventions to meet needs as identified on their My Plans/EHCP/LAC plans	Rigorous tracking of pupils using Boxall scale Weekly feedback from hub Review meetings and TAC meetings for targeted children	After a month, three months, six months and after 18 weeks @£300 per child
Improved concentration and ability to learn through nurture based activities on site	Establishment of a Stow community based nurture hub in the locality	Hub working effectively all year in Stow supporting now up to 5 children each week, one in particular, plans to use this further in the coming year Hub support has been well received by those in receipt of PP plus and those with emotional and social needs, social workers have commented on positive impact, along with Foster carers	Hub has a proven track record with several children in the school for one to one support Hub has been slightly over run with children as one child needs a particularly high level of intensive support	£500 approx. to date, more to be invested in 2018-19 with additional funding for PP plus children from virtual school
Improved concentration and ability to learn, improved attendance and strengthened parental relationships through breakfast club attendance	Settled and staggered start to the school day for vulnerable families Availability of free breakfast club for those in receipt of PP	Breakfast club offered free to PP children Uptake is very good and has helped attendance for some PP children as parents can juggle other commitments that were impacting in attendance	Breakfast club is very popular and is now relocated in the school hall offering space and really good fun activities. It is very good for positive transition times and liaison time for PP parents in the morning.	£2 a day per child (£10 a week) for up to 26 children (£260 a week max) and up to 38 weeks a year but take up is not by all Current up take is @ 10 a day £3800 a year max

Access to all curricular and extra-curricular activities for PP pupils	Funding for targeted activities and events for PP children to ensure they are able to fully participate	To ensure they do not miss out on any activity due to financial grounds and continue to build on increased participation rates last year	On going monitoring of all trips and activities to ensure full access and participation , in particular access to residential weeks and other more expensive trips and visits which enhance children’s learning so much.	On going , monthly on the budget print out £1000
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7. Additional detail

5. Planned expenditure

Academic year	2019-2020 £34,320 and £4,400 LAC BF
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Smaller class sizes overall to benefit all pupil especially those in receipt of PP in KS2	Ongoing employment of an additional full time class teacher in KS2	Proven evidence from school that smaller class sizes improve teacher: pupil ratio time and progress Increased capacity of class teachers to support PP children	Rigorous monitoring and self-evaluation procedures Pupil progress meetings	Staff PM R Scutt A James N Cox Ongoing	November 2019 initially then March 2020 £28,266 part funded by PP

Additional focused training for staff with regard to supporting PP children and closing the gap Training for staff	Ongoing CPD and upskilling of staff to support PP children and those with additional needs	Ensure correct staff are trained and that feedback is given to the rest of the staff and clearly evaluated Emotion coaching skills to be developed to enable whole school approach to attachment and trauma	Recommended by the local authority advisory teachers and other service users As recommended by Educational psychologist Lego therapy, sand therapy	Rebecca Scutt (head) Sarah Mann (Children's Hub) Liz Hamilton	After each training session @£60 per adult so @£600
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Total budgeted cost £28,866

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of hub and nurture sessions	Support for PP and PP plus children who find friendships difficult, do not engage in classroom activities, disrupt sessions or have difficult relationships with their parents and other adults	Hub working effectively in Stow supporting now up to 5 children each week, one child in particular Hub support has been well received by those in receipt of PP plus and those with emotional and social needs, social workers have commented on positive impact, along with Foster carers. Possible additional funding for LINC hub provision in four areas of which we are one, to include speech and language therapist, communication and interaction teacher, occupational health and nurture groups all on site	Rigorous tracking of pupils using Boxall scale Weekly feedback from hub Review meetings and TAC meetings for targeted children Interventions analysed by working party across COSMIC and three other schools.	John Jones Faye Hemming Mrs Scutt Appointed LINC staff Miss Mann Mrs Hamilton Karine School staff	November 2019 and then termly Review individual children in My Plan reviews £300 per child @ £1500

<p>Employment of two intervention Teaching partners</p>	<p>Employment of two intervention Teaching partners to support children in class, to implement intervention programmes including phonics and maths interventions and one to one interventions including possible lego therapy</p>	<p>This has been very successful and has enabled the school to support PP children and other children more effectively across the school in terms of intervention groups and additional support both in KS1 and KS2</p>	<p>Staff will rigorously track those PP pupils in their class to ensure the gap is closing for them</p> <p>The support will be more focused than previously and will focus more on Year 4 and reception</p>	<p>All staff</p>	<p>November 2019 and then termly</p> <p>Contribution towards £21,333</p>
<p>Employment of a PSA in school at least one and a half days a week mainly for vulnerable pupils although available to all pupils</p>	<p>Targeted support for children both one to one and for parents and whole families- families and vulnerable children</p> <p>Commissioning of services</p> <p>Attendance by PSA at family case conferences, individual reviews, annual reviews, meetings with social care, multi agency meetings.</p>	<p>This is a proven and successful approach across a cluster of schools and will continue to be an effective use of pupil premium across the cluster and is now well embedded in the school provision for families</p> <p>It has been decided to increase the spending on this aspect as it is most effective in directly targeting those families in need up to another half a day a week in school on a triage system.</p> <p>Ofsted commented that this has “been very successful in arranging support for several families from a range of agencies” June 2014</p>	<p>MAG meetings and COSMIC meetings to review impact</p> <p>PM of staff</p> <p>Feedback at meetings from CIN CP and MY plan EHCP LAC etc</p>	<p>All staff</p>	<p>November 2019 and then termly</p> <p>Review individual children in My Plan reviews</p> <p>£9322.50</p>

Total budgeted cost 32,155.50

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of an Attendance and Pupil Premium champion	To monitor and support the progress of pupil premium children through direct intervention in the classroom and through an overall monitoring and tracking role.	<p>The approach has worked well and has resulted in improved attendance for PP pupils as well as targeted support for all children in school, monitoring their attendance and keeping an overall view of their progress.</p> <p>The champion has also been able to ensure children were selected to attend certain activities such as a triathlon for vulnerable pupils and ensure that they have access to all trips and visits and any additional requirements they may have in consultation with PSA.</p>	<p>Monthly reports to the governing body and head teacher</p> <p>Continued rigor is required in 2019-20 to target resources more fully and to tackle the persistent absentees who are also PP, although these are reducing in number over time.</p>	Mrs Scutt Mrs Swallow	<p>November 2019 and then termly</p> <p>Review individual children in My Plan reviews</p> <p>Contribution towards @1500</p>

<p>Access to all curricular and extra-curricular activities for PP pupils</p>	<p>To ensure a broad and balance curriculum for all ad to ensure that children are not disadvantaged in terms of experiences and a rich and varied diet of activities</p>	<p>To ensure they do not miss out on any activity due to financial grounds and continue to build on increased participation rates last year To ensure that the curriculum is not narrowed for the children and that they enjoy a wide range of experiences</p>	<p>On-going monitoring of all trips and activities to ensure full access and participation , in particular access to residential weeks and other more expensive trips and visits which enhance children’s learning so much. Ensure the school takes a principled approach to the curriculum for all children</p>	<p>All staff and governors</p>	<p>November 2019 and then termly £3000</p>
<p>Provision of breakfast club to improve concentration and ability to learn, improve attendance and strengthened parental relationships with school</p>	<p>To ensure that children have a smooth start to the day To ensure a staggered start for children for whom a normal start time is not a good idea</p>	<p>It is proven that children concentrate better when they have eaten and had a calm start to the day Children’s emotional health and well-being will be enhanced by a happy and calm start to the day Parental communication can be enhanced by staggered one to one hand over sessions/.</p>	<p>On-going monitoring of uptake and of usage of club Ongoing monitoring of impact on children’s well being and health Monitoring of on-going relationship with parents and staff</p>	<p>All staff especially those at breakfast club- Mrs Nicholson and Miss heath</p>	<p>November 2019 and on going @£1800</p>
Total budgeted cost					6300

6. Additional detail

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