

1. Summary information					
<b>School</b>	<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 <b>“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”</b> June 2014 and judges again as still good provision in July 2018</p>				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£28,100	<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	117	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	March 2021

2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>				<i>All pupils</i> EXS+/higher standard: 61%/13% Average scaled score: 104.5
	2016 (5)	2017 (2)	2018(5)	2019 (8)	
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	60% /100.9	50%/ 96.6		50%	
<b>% making expected progress in reading (as measured in the school)</b>	60%/ 99.8	50%/ 95	64/100.3	reading 4.80,	EXS+/high standard :74%/39% ASS: 104.5(103.5 2018)
<b>% making expected progress in writing (as measured in the school)</b>	60%/ 95.2	50%/ 97.0	68/100.2	writing 1.17	EXS+/GDS: 74%/17% LA moderated Average progress: 1.21 (2.51, 2018)
<b>% making expected progress in mathematics (as measured in the school)</b>	80%/ 102.2	50%/ 96	64/100.3	mathematics -1.34, +3.2 overall	EXS+/high standard :74%/26% ASS : 104.3 (103.5, 2018) Average progress :1.63 (1.38, 2018)

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

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

<b>A.</b>	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>B.</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
<b>C.</b>	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)*

<b>D.</b>	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

<b>A.</b>	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>B.</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
<b>C.</b>	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
<b>D.</b>	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 2019-2020 £34,320 and £4,400 LAC BF					
Previous Academic Year		2019-20			
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><b>Smaller class sizes overall</b> to benefit all pupil especially those in receipt of PP in KS2</p> <p><b>Additional focused training</b> for staff with regard to supporting PP children and closing the gap Training for staff</p>	Ongoing employment of an additional full time class teacher in KS2	<p>Proven evidence from school that smaller class sizes improve teacher: pupil ratio time and progress</p> <p>Increased capacity of class teachers to support PP children</p>	<p>Rigorous monitoring and self- evaluation procedures</p> <p>Pupil progress meetings</p>	<p>Staff PM R Scutt</p> <p>A James</p> <p>N Cox</p> <p>Ongoing</p>	<p>November 2019</p> <p>March 2020</p> <p>£28,266 per year</p>
<p><b>Additional focused training</b> for staff with regard to supporting PP children and closing the gap Training for staff</p>	Ongoing CPD and upskilling of staff to support PP children and those with additional needs	<p>Ensure correct staff are trained and that feedback is given to the rest of the staff and clearly evaluated</p> <p>Emotion coaching skills to be developed to enable whole school approach to attachment and trauma</p>	<p>Recommended by the local authority advisory teachers and other service users</p> <p>As recommended by Educational psychologist</p> <p>Lego therapy, sand therapy</p>	<p>Rebecca Scutt (head)</p> <p>Sarah Mann (Children's Hub)</p> <p>Liz Hamilton (PSA)</p>	<p>After each term</p> <p>@£60 per ac</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	
<p><b>Provision of hub and nurture sessions</b></p>	Support for PP and PP plus children who find friendships difficult, do not engage in classroom activities, disrupt	<p>Hub working effectively in Stow supporting now up to 5 children each week, one child in particular</p> <p>Hub support has been well received by those in receipt of PP plus and those with emotional</p>	<p>Rigorous tracking of pupils using Boxall scale</p> <p>Weekly feedback from hub Review meetings and TAC meetings for targeted children</p> <p>Interventions analysed by working party across COSMIC and three other schools.</p>	<p>John Jones</p> <p>Faye Hemming</p> <p>Mrs Scutt</p> <p>Appointed LINC staff</p>	<p>November 2019</p> <p>termly</p> <p>Review individual</p> <p>My Plan review</p> <p>£300 per child</p>

	<p>sessions or have difficult relationships with their parents and other adults</p>	<p>and social needs, social workers have commented on positive impact, along with Foster carers.</p> <p>Possible additional funding for LINCS 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</p>		<p>Miss Mann Mrs Hamilton Karine School staff</p>	
<p><b>Employment of two intervention Teaching partners</b></p>	<p><b>Employment of two intervention Teaching partners</b> 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 2023 termly</p> <p>Contribution</p>
<p><b>Employment of a PSA in school at least one and a half days a week mainly for vulnerable pupils although available to all pupils</b></p>	<p>Targeted support for children both one to one and for parents and whole families- families and vulnerable children</p> <p>Commissioning of</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</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 2023 termly</p> <p>Review individual My Plan reviews</p> <p>£9322.50</p>

	services Attendance by PSA at family case conferences, individual reviews, annual reviews, meetings with social care, multi agency meetings.	effective in directly targeting those families in need up to another half a day a week in school on a triage system.  <b>Ofsted commented that this has “been very successful in arranging support for several families from a range of agencies” June 2014</b>			
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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	
<b>Employment of an Attendance and Pupil Premium champion</b>	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 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>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	November termly Review ind My Plan rev  Contributio
<b>Access to all curricular and extra-curricular activities for PP pupils</b>	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>To ensure they do not miss out on any activity due to financial grounds and continue to build on increased participation rates last year</p> <p>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.</p> <p>Ensure the school takes a principled approach to the curriculum for all children</p>	All staff and governors	November termly £3000
<b>Provision of breakfast club to improve concentration and ability to learn, improve attendance and strengthened</b>	To ensure that children have a smooth start to the day  To ensure a staggered start for	It is proven that children concentrate better when they have eaten and had a calm start to the day	<p>On-going monitoring of uptake and of usage of club</p> <p>Ongoing monitoring of impact on children’s well being and health</p> <p>Monitoring of on-going relationship with parents and staff</p>	All staff especially those at breakfast club- Mrs Nicholson and	November @£1800

<b>parental relationships with school</b>	children for whom a normal start time is not a good idea	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/.		Miss heath

<b>7. Additional detail</b>

<b>5. Planned expenditure</b>
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<b>Academic year</b>	
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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
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<b>i. Quality of teaching for all</b>
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<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



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**Total budgeted cost**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>


**Total budgeted cost** 32,155.50

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>


**Total budgeted cost**

**6. Additional detail**