



Stowlawn Primary School Pupil Premium Strategy Statement 2020-21

School overview

| Metric | Data |
|---|---------------------------------------|
| School name | Stowlawn Primary School |
| Pupils in school | 295 full time 25 part time (Jan 2021) |
| Proportion of disadvantaged pupils | 137 children |
| Pupil premium allocation this academic year | £160,055 |
| Academic year or years covered by statement | 2020 - 2021 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Kate Charles |
| Pupil premium lead | Louise Vaughan |
| Governor lead | Steve Nicholls |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|----------------------------------|-------|
| Reading | -2.52 |
| Writing | -0.67 |
| Maths | -0.39 |
| Measure | Score |
| Meeting expected standard at KS2 | 57.1% |
| Achieving high standard at KS2 | 7.1% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|--|
| Priority 1 | - To ensure the progress gap between pupils in receipt of PPG and others continues to close |
| Priority 2 | - To ensure that all children have access to every area of the curriculum, and extend their cultural capital learning. |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | <p>Narrow the gap between boys and girls in reading at KS1 and KS2</p> <p>Narrow the gap between school and national in reading at KS2</p> <p>Develop vocabulary in EYFS, KS1 and KS2</p> <p>To motivate children to develop a love of reading</p> | July 2021 |
| Progress in Writing | <p>Develop vocabulary in EYFS, KS1 and KS2</p> <p>Narrow the gap between boys and girls in writing in KS1 and KS2</p> | July 2021 |
| Progress in Mathematics | <p>Narrow the gap between children who reach an expected level of development at the end of EYFS but are not on track in their current year group.</p> <p>Improve times table knowledge across KS2 and KS1.</p> <p>Improve overall attainment in EYFS.</p> <p>Increase attainment of high achievers and ensure current high achievers are still making the expected progress</p> | July 2021 |
| Phonics | <p>The pass rate for phonics at the end of year 1 is in line with, or exceeds National expectations.</p> <p>The pass rate for phonics at the end of year 2 is in line with, or exceeds National expectations.</p> | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| All children in receipt of Pupil Premium will pass the end of Year 1 phonic check | <p>End of year assessment and tracking data informs attainment.</p> <p>Children at risk of not achieving ARE receive a programme of targeted intervention.</p> <p>Impact measured.</p> |

| | |
|---|--|
| EYFS provision promotes a focus on language development in all areas of the curriculum. | Complete language audit |
| Barriers to learning these priorities address | Some of the children who are PP have recently moved to the country, and are beginning to learn the English language, or have a lower level of development. |
| Projected spending | £15,500 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | To continue to narrow the gap between PP children and non PP children. |
| Priority 2 | To develop opportunities for PP children in order for them to be exposed to more life experiences. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Underdeveloped language skills from point of entry to school. - Social deprivation - Financial restraints |
| Projected spending | £155,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|-------------------------------|
| Teaching | To provide all children with a good level of teacher, and to ensure teachers are aware of the barriers to their learning. | Monitored by PP lead and SLT. |
| Targeted support | Children who are PP will receive targeted interventions and in class support. | Monitored by PP lead and SLT. |
| Wider strategies | Curriculum drivers have been introduced to include wider life opportunities. | Monitored by PP lead and SLT. |

Review: last year's aims and outcomes

| Aim | Outcome |
|-----|---------|
|-----|---------|

| | |
|---|--|
| <p>Accelerate the rate of progress in reading, writing and mathematics for children eligible for Pupil Premium so that the gap is narrowed between the attainment of PPG pupils and other pupils nationally, with more PPG pupils attaining at higher levels.</p> | <p>PP children have either out performed or narrowed the gap between peers in subjects. PP Pupils achieving higher levels have narrowed the gap between others.</p> |
| <p>Where our Pupil Premium children have additional needs their individual needs are catered for ensuring that these children make accelerated progress in order to narrow the gap between their attainment and the attainment of other children nationally.</p> | <p>PP children who have additional needs are all given targeted support to help allow them to make progress.</p> |
| <p>Provide support for all pupil premium children so that they develop as happy, confident and resilient learners, who attend school regularly.</p> | <p>PP children attend school regularly and are happy and confident learners. Curriculum drivers have been introduced in order to support this throughout our curriculum.</p> |