

1. Summary information					
<b>School</b>	STUART ROAD PRIMARY ACADEMY				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£70,740	<b>Date of most recent PP Review</b>	Oct 19
<b>Total number of pupils</b>	183	<b>Number of pupils eligible for PP</b>	61	<b>Date for next internal review of this strategy</b>	Feb 20
<b>Total number of pupils eligible for PP in EYFS</b>			7	<b>Total EYFS PP budget</b>	£8,220

2. Achievement Profile 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP i.e. other pupils</i>
Year 1 - Phonics Screening Check:	67	100
Year 2 – Phonics Re-check:	0	0
<b>Key Stage 1: Attainment</b>		
% achieving 'expected+' in reading	86	81
% achieving 'expected+' in writing	86	88
% achieving 'expected+' in maths	86	88
<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	-	-
% achieving 'expected' in writing	-	-
% achieving 'expected' in maths	-	-
% achieving in reading, writing and maths	-	-
<b>Key Stage 2: Progress</b>		
progress in reading	NA	
progress in writing	NA	

progress in maths	NA	
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<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Need for the curriculum to be accessible by all pupils	
<b>B.</b>	Poor oracy and vocabulary skills	
<b>C.</b>	Behaviour for learning needs to improve	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance to be in line with national	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	Curriculum ensures that all pupils make good progress from their starting points. This will be tracked by the SLT via monitoring/ planning trawls and book looks	Curriculum is fit for purpose so that all pupils make good progress
<b>B.</b>	That we see reading and writing being in line with national outcomes. This will be measured by data trawls, book looks,pupil voice and lesson observations.	Focus on oracy and vocab ensures that pupils make at least good progress from their starting points.
<b>C.</b>	That all pupils arrive in class ready to learn and we see good behaviour for learning. This will be checked via classroom observations, the books and data outcomes.	Behaviour systems and high expectations will ensure that pupils are engaged in their learning. This will lead to good progress outcomes
<b>D.</b>	Attendance will be in line with national outcomes. PA will be in line with national	Children will be in school and ready to learn

5. Planned expenditure					
Academic year	2019/20				
i. Implementation of the new curriculum is appropriately adapted to meet the needs of SEND and disadvantaged pupils so that better than expected progress is made by these pupils					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That all disadvantaged children will make good progress from their starting points	Implement the Concentric Curriculum to ensure a broad and balanced curriculum Planning of the units will ensure that all pupils have access to a broad and balanced curriculum. TA support in class to allow all pupils to access learning.	Tracking and monitoring of pupil outcomes has shown that not all children are accessing the current curriculum. There is a need to ensure that all teachers are able to plan and deliver a sequence of lessons that ensure progress by all pupils.	CPD on the new curriculum with opportunity to plan together. Regular planning checks to ensure high quality provision. Timetabling of TA support to work with the children who struggle to access their learning	MF/SB	Planning will be tracked weekly 'Mini projects' will be reviewed before and after each unit.
<b>Total budgeted cost</b>					£30,405
ii. Oracy and vocabulary are prioritised to improve levels of progress and attainment in reading and writing					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will be able to apply their phonic knowledge to their decoding allowing them to access more complex texts Pupils able to widen their vocabulary and apply this to enhance their writing Pupils are able to explain the language they use in their writing	Pupils to have support from S&L to develop language skills TA to support children in class with language acquisition and application in writing  Staff to read with the children to allow them to access more complex texts  Continue to develop oracy in class to allow children to widen their vocabulary bank	Pupils are able to decode texts using their phonic knowledge but are then not able to explain what the words mean or put them into context. Pupils writing shows a limited vocabulary. Need to provide opportunities for language acquisition. In discussion with pupils it has been noted that they have a limited bank of words that they use in conversation.	English coordinator will ensure that all staff are using the whole range of support materials the school has bought into. Monitoring of lessons will ensure that children are making progress. Pupil conferencing will allow for language skills to be assessed.	SB	Every two weeks.
<b>Total budgeted cost</b>					£26,905

<b>iii. Improve behaviour across the school</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
All pupils make good progress due to having good behaviours for learning There are less incidents of dysregulation in school	Implement TiS across the whole school.  Implement the new behaviour policy.  Staff to set high expectation of behaviour in class and in the playground. To use the EMAT service to support our EAL children. To access support from the MAST service.	We have been using TIS in some classes and we have seen a reduction in the number of incidents in the school. Therefore we will roll this out to the whole school.  We needed a policy that supported positive aspects of behaviour rather than using a punitive approach.  We could see that by increasing the staff presence there was a reduction in poor behaviours  EMAT and MAST gives us access to a wide range of professional to deal with the behaviours we have in school and at home.	TIS training is carried out in school and this is a national award.  SLT will track the implementation of the new policy across the school SLT to monitor breaks and staff interventions   Track interventions for positive outcomes	SH  MF/SB  MF/SB  MF	Termly
<b>Total budgeted cost</b>					£7,550
<b>iv. Continue to develop Visible Learning across the whole school</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Pupils will accelerate their progress and attainment.          Staff will 'know thy impact' and raise pupils attainment / progress	VL will continue to be implemented to that pupils see themselves as learners. Pupils are able to confidently talk about themselves as learners and recognise the next steps in their learning journey.  Staff will apply the VL training to enable them to identify when they are not meeting the needs of the pupils. They will be able to adapt provision to address any shortfalls.	VL training for staff has demonstrated the progress pupils can make when they are able to identify what and how they learn.  When pupils can verbalise their learning and their needs it allow the pupils and the teacher to improve learning opportunities.  VL training has shown that when staff are able to recognise when the work they are doing is not being impactful that they can change their practise.	VL champion to monitor the application of VL across the school  Pupil conferencing and lesson walks will monitor the teaching of VL and its impact on pupil learning  During pupil progress meetings staff are able to discuss the learning provision and identify where this needs to change to have the greatest impact	MF  SLT  MF/SB	Termly  Termly  Termly
<b>Total budgeted cost</b>					£3,000

<b>v. Increase attendance in school</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Attendance will be in line with national outcomes	Office staff to track attendance and call parents when children are absent.	Research shows that children who are absent from school find it more difficult to maintain high standards of learning.	Office staff to call parents of children not in school	SE	Daily
	We will work with the EWO to ensure that pupils and parents are challenged re non-attendance.		Fortnightly meetings with the EWO	SLT	Termly
	We will not authorise any holiday that does not meet specific criteria Attendance awards	Recognise good attendance	Monitor attendance	MF/SB	Weekly
	To maintain the soft start breakfast club to address the children who struggle to get into school	Research shows that if pupils are having a breakfast and are not stressed by being late that they are able to learn.	Monitor breakfast club – who attends and link to curriculum outcomes for these children	MF	Termly
<b>Total budgeted cost</b>					£2,880

## 6. Review of expenditure 2018-19

### Previous Academic Year

#### i. Improved reading, writing and vocabulary skills

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
Children will access wider range of texts and vocabulary. This will increase fluency and confidence to read and write independently.	CPD for all staff to develop reading fluency across the school. Reading workshops for parents. Whole class guided reading. Spelling systems across the school. Writing opportunities across the curriculum Real world writing opportunities	Children are able to use their phonic/ decoding skills to access more complex texts but there is still a need to look at the pupils understanding what they read.	We will continue to support children in developing their language skills and applying them to their reading. This will also roll out to develop higher order language in pupils writing	£8,910

#### ii. Develop resilience and aspiration

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
Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future.	Visible learning implemented across the school. Implement academic resilience package across the school. CPD linked to quality first teaching Repurpose mindsets work. Implement non-negotiables for all pupils. CPD for staff on quality first teaching.	VL is now embedded in the school and the children demonstrate the ability to recognise themselves as learners.	We need to continue to develop the children to recognise their needs and next steps to being outstanding learners	£21,320

#### iii. Develop mental health/wellbeing

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
All pupils are appropriately supported in school and at home to allow them full access to the curriculum All identified pupils feel safe, secure and able to have a voice in school.	Working with the learning mentors to break down barriers to learning. To work alongside our ELSA worker to develop emotional literacy. Working with the learning mentors, the school counsellor, educational psychologist and members of the Multi agency support team	We have had mixed success with the support network we have had in place but a number of our children now have the ability to regulate their behaviours in and out of class.	This will continue to be an area of work. We will now extend this into looking at the SEMH needs of the children.	£35,811

<b>iv. Attendance and parental engagement</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Absence will be in line with national and parents will attend all pupil progress meetings	Staff member linked to the school education welfare officer. Collecting absent children. PSA to link with parents to ensure that they attend all parents evenings Texting parents to remind them of events and important dates in school PSA to look at developing pupil skill sets. Additional support at breakfast club and summer club.	Absence has improved over the year and we are close to national. This has ensured that our target group of children are in school on time and ready to learn.	We will continue with this support to ensure that the school is in line or exceeds national outcomes.	£11,993
<b>Total Spend</b>				£78,043
<b>Total contribution from Pupil Premium Grant Funding</b>				£78,043