



## Strategy for Supporting Disadvantaged Pupils

The Pupil Premium funding is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Barriers to children's progress include low attendance, Special Educational Needs, Safeguarding Issues and less support from home. Stamford Green Primary school endeavour to engage with parents to bring their children to school regularly and to read with their children at home.

	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018-19	2019 - 20
Number of FSM pupils eligible for the Pupil Premium (Including Ever 6)	28	25	18	29	33	36
Number of service children eligible for the Pupil Premium	0	0	0	1	1	1
Number of pupils who are adopted or have Special Guardianship.	5	4	4	4	4	5
<b>Total</b>	£48,400	£42,500	£31,360	£46,180	£53,060	59,320

**Pupil Premium Spending Plan Academic Year 2019 - 20**

<b>Activities/ Project</b>	<b>What this does?</b>	<b>Targeted Pupils</b>	<b>Cost</b>	<b>Intended outcome/activity</b>
Emotional Literacy and Support Assistant (ELSA)	<p>The aim is to remove the barriers to learning and to have happy children in school and at home. The ELSA helps children to reach their potential educationally.</p> <p>The ELSA are trained and regularly supervised by the Educational Psychologist.</p> <p>This year ELSA will also have additional training to support children with attachment difficulties.</p>	All year groups depending upon need	£3,000	<p>2 ELSAs respond to changes throughout the year e.g. family changes etc.</p> <p>The ELSAs have termly supervision sessions, to ensure that they regular updates from an Educational Psychologist.</p>
Support from Family Support Worker	Heather Owens (Family Support Worker) has worked with targeted families to increase attendance. She has provided advice with benefits, housing, sleep routines, managing children's behavior at home, etc.	All year groups depending upon need	£7600	FSW responds to family needs as they arise.
Deputy Headteacher: Inclusion	Liaising between multi agencies and engaging with families to support children in schools and to encourage families to take an active role in improving learning at home. Directing Family support worker to help targeted children.	All year groups depending upon need	£5000	9 children eligible for Pupil Premium Funding and are identified as having SEND who require ongoing support coordinating outside agencies to provide advice around targets.
Bursaries for residential trips	Significantly reduces the cost of residential trips for targeted families allowing children to access this academic activity and first hand experience.	Key Stage 2 children	£tbc	2 x FSM children will require financial support for residential trips this year.

Smaller Class sizes	DHT and additional class teacher provide smaller class sizes for English and maths in Y6 and also maths in Y4.	Y5 and Y6	£6000	6 x Y6 and 4 x Y5 children identified on pupil progress tracking as requiring support. The teacher aims to diminish the difference in so the children can achieve expected progress.
Additional Support	Teaching Assistant (TA) provide additional support to targeted children identified on the termly progress tracking system. Interventions include Daily reading, Toe by Toe reading programme, Task boards, Maths clinic, Booster group, 'Write from the start' handwriting programme, spelling programmes, Gross/fine motor programme, Social skills group, Speech and Language sessions (ELKLAN trained TA) Individual behaviour and reward system, Individual support programmes.		£31,180	Termly pupil progress tracking helps identify gaps in children's learning. The Inclusion leader then creates an intervention timetable to coordinate the needs of those children to be met through additional support.
Lunch Bunch	Some children struggle with unstructured play times. Those children are invited to attend a lunchtime session (Lunch Bunch) with adult support where structured games are provided to extend social skills.		£2260	Children who are struggling in the playground are identified at weekly diary meetings and are then invited to attend 'Lunch Bunch' if they choose. The Lunch Bunch sessions are supported by the ELSAs.
Buddy system	All non-class based staff (HT, DHTs and Office staff) support one target child with daily reading for 10 minutes per day.  In addition to this each TA has also been allocated one target DP child to support throughout the year.	Target children from Y1 – Y6	£3500	24 children have been identified as DP and below age related expectations in reading
After school activities	All Classteachers run two terms of after school clubs. Children eligible for Disadvantaged funding are given priority places.		£0	

Trips	Some funding will be available to ensure that all children can attend one residential trip during their time at Stamford Green Primary School		£780	
<b>Total</b>			<b>£59,320</b>	



## Disadvantaged Pupils Overview and Action Plan

### Teacher Assessment of Disadvantaged Pupils 2019 - 2020

#### Year 6

Name	Maths		Reading		Writing			Engagement					
	End of KS1 result	Current Teacher Assessment	End of KS1 Result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment -composition	Current Teacher Assessment -GPS	Attendance	Partnership, Learning Journals/ Reading/ Homework				
Child 1 - Aut	WTS	WTS	WTS	EXS	WTS	WTS	WTS	97.3%					
Child 1 - Spr													
Child 1 - Sum													
Child 2 - Aut	No Data	EXS	No Data	EXS	No Data	EXS	EXS	100%					
Child 2 - Spr													
Child 2 - Sum													
Child 3 - Aut	WTS	WTS	EXS	WTS	EXS	WTS	WTS	90.5%					
Child 3 - Spr													
Child 3 - Sum													
Child 4 - Aut	GDS	EXS	GDS	EXS	EXS	EXS	EXS	100%					
Child 4 - Spr													
Child 4 - Sum													

#### Year 5

Name	Maths		Reading		Writing			Engagement	
	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment -composition	Current Teacher Assessment -GPS	Attendance	Partnership, Learning Journals/ Reading/

									Homework	
Child 5 - Aut	GDS	Exceeding	GDS	Exceeding	GDS	Exceeding	Exceeding	100%		
Child 5 - Spr										
Child 5 - Sum										
Child 6 - Aut	GDS	Accomplished +	GDS	Exceeding	EXS	Accomplished	Accomplished	98.6%		
Child 6 - Spr										
Child 6 - Sum										
Child 7 - Aut	WTS	Emerging +	EXS	Accomplished	WTS	Emerging +	Emerging +	98.6%		
Child 7 - Spr										
Child 7 - Sum										
Child 8 - Aut	EXS	Accomplished	WTS	Accomplished	EXS	Accomplished	Emerging +	94.4%		
Child 8 - Spr										
Child 8 - Sum										

### Year 4

	Maths		Reading		Writing			Engagement		
Name	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment -composition	Current Teacher Assessment -GPS	Attendance	Partnership, Learning Journals/ Reading/ Homework	
Child 9 - Aut	No Data	Exceeding	No Data	Exceeding	No Data	A+	Accomplished +	100%		
Child 9 - Spr										
Child 9 - Sum										







Child 23 - Aut	Expected	Accomplished	Expected	Accomplished	Expected	Accomplished	Accomplished	100%	
Child 23 - Spr									
Child 23 - Sum									
Child 24 - Aut	Expected	Accomplished	Expected	Accomplished	Emerging	Emerging +	Emerging +	92.8	
Child 24 - Spr									
Child 24 - Sum									
Child 25 - Aut	Emerging	Accomplished	Emerging	Emerging	Emerging	Emerging +	Emerging +	97.1%	
Child 25- Spr									
Child 25- Sum									
Child 26- Aut	Expected	Emerging +	Emerging	Emerging +	Emerging	Emerging +	Emerging +	100%	
Child 26- Spr									
Child 26- Sum									
Child 27- Aut	Expected	Accomplished +	Expected	Accomplished +	Expected	Accomplished +	Accomplished +	92.8%	
Child 27- Spr									
Child 27- Sum									
Child 28- Aut	Expected	Accomplished +	Expected	Accomplished+	Expected	Accomplished	Accomplished	97.1%	
Child 28- Spr									
Child 28- Sum									

## Year 2

	Maths		Reading		Writing		Engagement
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Name	End of KS1 result	Current Teacher Assessment	End of KS1 Result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment -composition	Current Teacher Assessment -GPS	Attendance	Partnership, Learning Journals/ Reading/ Homework
Child 29- Aut	Expected	Accomplished	Expected	Accomplished	Expected	Accomplished	Accomplished	100%	
Child 29- Spr									
Child 29- Sum									
Child 30 - Aut	Emerging	Accomplished	Emerging	Emerging +	Emerging	Emerging	Emerging +	81.08%	
Child 30 - Spr									
Child 30 - Sum									

### Year 1

Name	Maths		Reading		Writing			Engagement	
	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment	End of KS1 result	Current Teacher Assessment -composition	Current Teacher Assessment -GPS	Attendance	Partnership, Learning Journals/ Reading/ Homework
Child 31- Aut		Expected		Expected		Expected		100%	
Child 31 - Spr									
Child 31 - Sum									
Child 32 - Aut		Emerging		Emerging		Emerging		76.5%	
Child 32 - Spr									
Child 32 - Sum									
Child 33 - Aut		Emerging +		Emerging +		Emerging +		100%	





**WTS** – Working towards  
**EXS** – Expected standard  
**GDS** – Greater Depth

**Attendance**

- Green – Above 97%
- Amber – 85 to 96.9%
- Red – Below 85%

**Partnership, Learning Journals/ Reading/ Homework**

- Green – Regular support at home, no more than 1 EHT. Attends parents' evening, assemblies etc. Pupils have relevant equipment, uniform etc.
- Amber – Sporadic support at home, 2 – 3 EHT. Attends the majority of parents' evening, assemblies etc. Pupils usually have the relevant equipment etc.
- Red – Very little support at home, 4+EHT. Needs prompting and support with engagement and equipment.

**YR Pupil Outcomes**

- Purple - Exceeding
- Green - Accomplished
- Amber - Developing
- Red - Emerging

**Y1 – Y6 Pupil Outcomes**

Below expected	In line with National expectation	In line with SGPS expectation	Above age related expectations
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