



Staplehurst School

Pupil Premium Impact Statement 2019 2020



‘In successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil’s development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs.’ Ofsted 2014

Summary Information 2019 2020

School:	Staplehurst				
Academic Year:	2019 2020	Total PP budget:	£105,480	Date of most recent review:	July 2020
Total number of Pupils:	367	Total Number of eligible PP pupils:	68 children (19%)	Date of next internal review of this strategy:	July 2021

The Department for Education provides schools with Pupil Premium (PP) funding for disadvantaged pupils, for example:

- Those who are looked after by the Local Authority (LAC).
- Those who have been eligible for Free School Meals (FSM) at any point in the last six years.
- Those whose parents are currently serving in the armed forces.

This additional funding is used to assist these children because they often face unique challenges and struggle to keep up with their peers, both in primary and secondary school.

ACCOUNTABILITY

Staplehurst School uses this funding to direct expenditure to these pupils and our Governing Body and Senior Management team regularly monitor: the attainment of the pupils being funded, the progress they are making and the gap between disadvantaged pupils and their peers.

Ofsted inspections report on how the use of this funding impacts the attainment of PP pupils.

HOW WE USED THIS FUNDING (£105,480) DURING ACADEMIC YEAR 2019-20

Literacy interventions – Reading comprehension, targeted Phonic groups, Writing and SPAG, Daily reading, sentence building, Clicker 6, precision teaching (e.g. HFW)	10%
Numeracy interventions – Number fluency, precision teaching (e.g. Number bonds)	10%
Social and emotional interventions – counselling, social skills groups, LUNCH Club, Board Games Club, 1:1 transition support (Yr 6-Yr7),	5%
School Closure support - FLO phone call support throughout Lockdown, SLT/Class teacher phone calls throughout lockdown, Office Manager – meal vouchers to parents, Keyworker group (in school),	26%
Speech and language – Language Link and Speech link (contribution to subscription), CLEAR, Speech and Language Therapist support for assessment and training	5%
Fine and gross motor skills and sensory feedback interventions – BEAM, Sensory Circuits, Clever Fingers	3%
Other teaching enrichment (contribution) – trips and curriculum enrichment, world week	5%
Behaviour support – time out sessions, Reflection	4%
Well Being – Breakfast Club, Sports Clubs, Uniform, Lunches, Wellbeing week, Growth mindset day	5%
Resources (contribution)	9%
Staff Training (contribution). Groups to include PP children where we need to close the attainment gaps, AFA training (coaching), TA training (precision teaching)	2%
Staff Costs (contribution)	6%
Supplementary intensive classroom support (TA focus groups)	10%
	100%

IMPACT OF PUPIL PREMIUM FUNDING 2019/20 (Summer 2 data)

EYFS

There is no validated data for this group due to school closure March 2020 – July 2020

KS1

There is no validated data for this group due to school closure March 2020 – July 2020.

Year 1 (Phonics test)

There is no validated data for this group due to school closure March 2020 – July 2020.

Year 2 (Phonics test retakes)

There is no validated data for this group due to school closure March 2020 – July 2020.

KS2

Achievement of our 16 PPG pupils (Spring 2020 KS2 internal, invalidated teacher assessment)

	2019/20 (March 2020) – 16 children for PPG			2018/19 – 13 children for PPG		
% achieving EXS or above	% at EXS	% at GDS	% at EXS and above	% at EXS	% at GDS	% at EXS and above
Reading, Writing & Maths combined	7 children 44%	0 children	7 children 44%	6 children 46%	1 child 7%	7 children 54%
Reading	8 children 50%	2 children 13%	10 children 63%	7 children 54%	2 children 15%	9 children 69%
Writing	8 children 50%	0 children	8 children 50%	7 children 54%	2 children 15%	9 children 69%
Maths	6 children 38%	3 children 19%	12 children 75%	8 children 62%	4 children 31%	12 children 92%
Spag	7 children 44%	0 children	7 children 44%	8 children 62%	3 children 23%	11 children 85%

Key highlights:

- There were 55 children in Year 6 in March 2020 – out of which, 16 were Pupil Premium (29%).
- In July 2019, 54% of the PPG children achieved the expected level or above in Reading, Writing and Maths combined. In March 2020, this reduced to 44% of the PPG children achieving the expected level or above in Reading, Writing and Maths combined.
- In July 2019, 69% of the PPG children achieved the expected level or above in Reading. In March 2020, 63% of the PPG children achieved the expected level or above in Reading, which was broadly in line with the previous year.
- In July 2019, 69% of the PPG children achieved the expected level or above in Writing. In March 2020, 50% of the PPG children achieving the expected level or above in Writing.
- In July 2019, 92% of the PPG children achieved the expected level or above in Maths. In March 2020, this reduced to 72% of the PPG children achieving the expected level or above in Maths.

During the school closures due to Covid-19, we were very pleased to be able to offer small group transition sessions for all of our Year 6 children. 60% of our PP children in Year 6 took up the opportunity to come into school during this time. This allowed them to still complete transition activities for their new secondary schools before they left the end of their primary school education. The impact of this meant that all 16 of our PP children successfully transitioned into secondary education.

Barriers to attainment for our Year 6 Pupil Premium Children

2019-2020

In-School and External Barriers	A. 75% of the PP children in Year 6 had low levels of self-esteem, well-being and involvement in school life.	B. 45% of the PP children attained lower standards compared to their Non-PP peers due to lower starting points in EYFS, and end of KS1, behaviour for learning and lack of aspiration. Less than 20% of the PP children in Year 6 achieved greater depth in any of the core subjects.	C. 63% of the PP children in Year 6 had limited access to additional 'rich and rounding' experiences/ opportunities that would support a higher level of emotional well-being, behaviour, understanding and aspiration.
	D. 45% of the PP children in Year 6 had lower attendance rates than their Non-PP peers. Some of which were also persistently late.	E. 75% of the PP children in Year 6 had lower levels of parental support and engagement with their child's education and well-being.	F. The children in Year 6 were unable to sit their SATs tests due to Covid-19. There were low engagement with home learning during school closure. This was either due to lack of IT, low levels of literacy in the home or low wellbeing levels.

Lucy Davenport
Head teacher