

# Pupil premium strategy statement – Shaldon Primary School

1. Summary information					
School	Shaldon Primary School				
Academic Year	2016 - 2017	Total PP budget	£43,473	Date of most recent PP Review	NA
Total number of pupils	208	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sept 17

2. Current attainment		
Achievement Criteria	<i>Pupils eligible for PP (your school)</i>	<i>Pupils <b>not eligible</b> for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	<b>50% (2/4)</b>	60%
% achieving expected standard or above in reading at end of KS2	<b>75% (3/4)</b>	71%
% achieving expected standard or above in writing at end of KS2	<b>100% (4/4)</b>	79%
% achieving expected standard or above in SPAG at end of KS2	<b>75% (3/4)</b>	78%
% achieving expected standard or above in maths at end of KS2	<b>75% (3/4)</b>	75%
% achieving expected standard or above in reading at end of KS1	<b>100% (2) (78% Nat)</b>	78%
% achieving expected standard or above in writing at end of KS1	<b>100% (2) (70% Nat)</b>	70%
% achieving expected standard or above in maths at end of KS1	<b>100% (2) (77% Nat)</b>	77%
% pass the phonic screening test in Y1	<b>100% (3) (70% Nat)</b>	83%
% achieving a Good Level of Development at the end of EYFS	<b>100% (2) (52% Nat)</b>	69%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Ensuring that disadvantaged pupils who are identified early as high achievers continue to keep in line with all high achieving pupils.
<b>B.</b>	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils.
<b>C.</b>	Home environment impacts on pupil's ability to interact with other pupils in school so friendships are not as strong as those from a stable home.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance of identified PP children.
<b>E.</b>	Aspirations of home learning environment.
<b>F.</b>	Challenges in the home environment compared to the school environment with regards to boundary setting.

<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will)</i>		<b>Success criteria</b>
<b>A.</b>	To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.	<p>% PP children achieving “Good Level of Development’ is in line with national.</p> <p>% PP children passing Phonics Screening test is in line with national</p> <p>% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national</p>
<b>B.</b>	To improve attendance of children who are eligible for PP	<p>Close monitoring of attendance of this group.</p> <p>Regular meetings with parents of children who fall below 95%</p> <p>Intervention from EWO for persistent absence</p>
<b>C.</b>	To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school
<b>D.</b>	To ensure those PP pupils who are identified early as high achieving continue to meet targets set through giving additional enrichment opportunities and immersing them in a culture of high expectation.	<p>Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.</p> <p>Ethos of high expectation in all classes for all children.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016 - 2017</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</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>
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.	High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children. Ed Psychologist advises on individual children and whole school Through training on precision teaching and auditory processing. School focus on outstanding teaching through role of Lead Practitioner.	EFF toolkit identifies the following strategies are being particularly impactful: <ul style="list-style-type: none"> <li>• Collaborative learning (moderate impact)</li> <li>• Feedback (high impact)</li> <li>• Mastery learning (moderate impact)</li> <li>• Meta-cognition and self-regulation (high impact)</li> <li>• Peer tutoring (moderate impact)</li> <li>• Phonics teaching (moderate impact)</li> <li>• Reading comprehension strategies (moderate impact)</li> </ul>	<ul style="list-style-type: none"> <li>• Review each week in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments</li> <li>• Careful tracking of progress through data and regular progress meetings with teachers</li> <li>• Each teacher to have specific identified goals – this will be monitored through regular evaluation and through meetings with school leaders</li> </ul>	CW and WP	End of each term

<b>Total budgeted cost</b>					£13000
<b>ii. Targeted support</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>
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Pupils identified early as high achieving (eg.GLD) are tracked to ensure progress is in line with all pupils.</p>	<p>Targeted intervention through PRAISE.</p> <p>Arts/music participation</p>	<p>EEF toolkit identifies the following:</p> <p>Oral language interventions (moderate impact)</p> <p>Early years interventions (moderate impact)</p> <p>Phonics (moderate impact)</p> <p>Arts participation (low impact)</p>	<p>Regular monitoring and evaluation of quality of intervention and progress of children.</p>	<p>CW, WP, JC, JY</p>	<p>Each half term</p>
<p>To improve the behaviour and social/ emotional well-being of our most vulnerable PP children</p>	<p>Establish a pastoral provision for vulnerable children through THRIVE and the role of Pastoral/Safeguarding support.</p> <p>Forest schools</p>	<p>EEF toolkit identifies the following:</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p>	<p>Regular evaluation of how well provision is meeting children's needs – weekly meeting between EE and pastoral TAs.</p>	<p>CW and WP</p>	<p>Each week – review how provision is meeting the current needs of children.</p>

<b>Total budgeted cost</b>					£25000
<b>iii. Other approaches</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>
To improve attendance of children who are eligible for PP	A range of attendance incentives, rewards and deterrents	DFE data shows a significant impact of poor attendance on achievement	Each week in SLT meetings (PRAISE report)	SB and KM	At least once a term.
<b>Total budgeted cost</b>					<b>£5000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015 - 2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
100% of disadvantaged pupils to achieve GLD and Year 1 phonics screening.	Deployment of an additional TA to target early intervention through:-	Strong impact on EYFS GLD (100%), Y1 phonics (100%)	Successful impact on outcomes:-  100% of disadvantaged achieved GLD and Year 1 phonics screening.	<b>£9947</b>
	High quality one-to-one and small group phonics support.  Focus on prime areas targeting relationships.			<b>£2547</b>
	Pastoral Lead to work immediately with target parents who need support.			

Disadvantaged pupils to achieve at least expected in R, W and M.	To support high quality teaching and intervention in Phonics, Grammar, Punctuation and Maths.	Monitoring of pupil premium pupils continue to improve, although initial issues were identified with the accuracy of data held on our administrative systems.	Year 2 100% of disadvantaged pupils achieved expected in Reading, Writing and Maths.  Year 6 75% achieved expected in SPAG, Reading and Maths. 100% achieved expected in writing.	<b>£9199</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Barriers to learning removed through pastoral and safeguarding support.	Increased time of pastoral lead to 5 days support with children and families. Link with outside agencies strengthened eg. Ed Psych.	Case studies demonstrate impact on engagement and outcomes of disadvantaged pupils as demonstrated by academic outcomes.  Other impact on LAC.	This approach is very powerful as it not only ensures immediate support for vulnerable pupils, but it allows teachers to focus on teaching and learning. It not only builds important links with families but other agencies too.	£10750
Precision teaching for targeted pupils.	Easter club and after school homework clubs.	75% of disadvantaged pupils achieved at least expected in Reading and Maths. 100% achieved at least expected in Writing.	Work with Ed Psych to further fine tune precision teaching using probes.	£9286
	2 x teachers in Year 6 for 2.5 days a week.			
	One to one support for maths.	75% achieved expected in Maths.		

### 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
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