

# Pupil premium strategy statement : Shaldon Primary School

1. Summary information					
School	Shaldon Primary School				
Academic Year	2018-2019	Total PP budget	£30960	Date of most recent PP Review	Sept 2018
Total number of pupils	211	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	5/6 (83%)	64%
% achieving expected standard or above in reading at end of KS	5/6 (83%)	75%
% achieving expected standard or above in writing at end of KS2	5/6 (83%)	78%
% achieving expected standard or above in SPAG at end of KS2	5/6 (83%)	77%
% achieving expected standard or above in maths at end of KS2	5/6 (83%)	75%
% achieving expected standard or above in reading at end of KS1	2/2 (100%)	76%
% achieving expected standard or above in writing at end of KS1	2/2 (100%)	70%
% achieving expected standard or above in maths at end of KS1	2/2 (100%)	76%
% pass the phonic screening test in Y1	1/1 (100%)	83%
% achieving a Good Level of Development at the end of EYFS	2/3 (66%)	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Ensuring that disadvantaged pupils who are identified early as high achievers continue to keep in line with all high achieving pupils.
B.	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils.
C.	Deficit in vocabulary evident across many PP children, creating barriers to reading comprehension and success in writing.

<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 be measured</i>	<i>Success criteria</i>
<b>A.</b>	To enable all children eligible for PP to achieve at least expected standards and to make at least equal progress as their academic peers (progress)	% achieving Exp or GD in KS1 / KS2 SATs % passing phonics screening % of children achieving GLD is in line with national
<b>B.</b>	To ensure attendance levels are consistently high for PP children	Average attendance of PP children in excess of 95%
<b>C.</b>	To improve the behaviour and social/emotional wellbeing of our most vulnerable PP children	Through support, vulnerable children are able to access learning more effectively. This enables them to maximise progress and attainment.
<b>D.</b>	To ensure that those pupils identified as high achieving continue to meet targets through giving additional enrichment activities and immersing them in a culture of high expectation	Exposure to rich curriculum, and opportunities to support development of character/ non-academic skills and achievements, which in turn develop confidence for the classroom.

## 5. Planned expenditure

Academic year

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.

### i. Quality of teaching for all

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?
<b>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</b>	Quality first teaching, support through professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment. School focus on outstanding teaching through role of Lead Practitioner. Ed Psychologist advises on individual children and whole school through training on precision teaching and auditory processing.	EFF toolkit identifies the following strategies are being particularly impactful: <input type="checkbox"/> Collaborative learning (moderate impact) <input type="checkbox"/> Feedback (high impact) <input type="checkbox"/> Mastery learning (moderate impact) <input type="checkbox"/> Meta-cognition and self-regulation (high impact) <input type="checkbox"/> Peer tutoring (moderate impact) <input type="checkbox"/> Phonics teaching (moderate impact) <input type="checkbox"/> Reading comprehension strategies (moderate impact)	Update each week in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments <input type="checkbox"/> Careful tracking of progress through data and regular progress meetings with teachers <input type="checkbox"/> Each teacher to have specific identified goals for PP children, progress to which is monitored through regular evaluation and through meetings with school leaders	JC and team leaders	Full review at end of each half term
<b>Total budgeted cost</b>					£9200

<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 as having the potential for GLD in one or more subject through accelerated progress are given support to reach this level.</p>	<p>Targeted intervention through PRAISE. Individual coaching for selected pupils; (to include supporting development of vocabulary through conversation.)</p>	<p>EEF toolkit identifies the following:            Oral language interventions (moderate impact) Early years interventions (moderate impact)            Phonics (moderate impact) Arts participation (low impact)</p>	<p>Regular monitoring and evaluation of quality of intervention and progress of children, through TLs and SLT.</p>	<p>Team Leaders;            Teachers</p>	<p>Each Half term</p>
<p>To improve the behaviour and social/ emotional well-being of our most vulnerable PP children</p> <p>To ensure that those pupils identified as high achieving continue to meet targets through giving additional enrichment activities and immersing them in a culture of high expectations</p>	<p>Pastoral provision for vulnerable children through THRIVE and the role of pastoral/Safeguarding support.</p> <p>Support for Arts/music participation (general and through meeting cost of peripatetic lessons.)            Ensure all PP able to access range of enrichment activities, including trips &amp; residential.</p>	<p>EEF toolkit identifies the following:            Social and emotional learning (moderate impact)            Outdoor adventure learning (moderate impact)</p>	<p>Regular evaluation of how well provision is meeting children's needs – weekly meeting between CP and pastoral TAs.</p> <p>Termly review at SLT of enhancement activities being supported. Discussion with child and parents as part of impact assessment.</p>	<p>CP</p>	<p>Each week through PRAISE process to review how approach is meeting needs of children and impact on behaviour and learning.</p>
<b>Total budgeted cost</b>					£21,250

<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 ensure attendance levels are consistently high for PP children.	A range of attendance incentives, rewards and deterrents	DFE data shows a significant impact of poor attendance on achievement. Although PP high (~96%), need to continue to focus on ensuring this remains at or close to the wider school population (~97%)	Each week in SLT meetings (PRAISE report)	CP	At least half termly
<b>Total budgeted cost</b>					(up to £500)

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.	Quality first teaching; High quality professional development and coaching for teachers and TAs to ensure effectiveness and impact of teaching, learning an assessment.	19 out of 24 children met ARE or above. ( For more detailed breakdown, see data below)	<p>Positive impact of small changes applied consistently – e.g. Ensuring PP books marked first, and are amongst the first for pupil check ins during lessons.</p> <p>CPD for teaching assistants eg Maths workshop attended by TAs have had direct impact on progress for PP. Need to consider frequency of training/refreshers for new/ existing staff.</p> <p>Consider further specialism of TA staff in different areas/ approaches to learning. (e.g. Read Write Inc)</p>	£6960

**ii. Targeted support**

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
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p>	<p>Targeted intervention planning for PP children who need additional support to meet/exceed expectation (in line with non- PP pupils of similar academic level)</p> <p>Access to extra-curricula activities / cultural experiences</p>	<p>The tailored support put in place for each PP child was generally effective in supporting children to meet attainment and progress targets (see below.)</p> <p>This was supported by fortnightly review of PP children by CT and SLT, ensuring that provision was continually reviewed and changed as appropriate if not having the necessary impact.</p>	<p>We will continue with this approach. However, having reviewed impact, a number of improvements will be introduced for 18/19, including:</p> <ul style="list-style-type: none"> <li>• Greater emphasis on supporting PP children who have the potential, with support, of achieving GLD.</li> <li>• Introducing greater flexibility in TA resource to support pre-teaching.</li> <li>• Importance of continuing to address children ‘in the round’, e.g. coordinating package of academic and pastoral support where latter is required.</li> <li>• Ensuring there is capacity to deliver precision teaching probes daily for those PP children that need to make accelerated progress, especially during periods of staff absence.</li> </ul>	<p>£23,500</p>

### 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
To improve attendance of children who are eligible for PP	A range of attendance incentives and rewards	Although PP attendance was high in 17-18 ( 96.1%), this was slightly lower than overall school attendance of 97.3%	Impact of holding parents to account and not authorising holidays has brought about a gradual cultural change over the two years (although there are some parents who continue to take term time holidays.)  Class teachers still need to ask more questions and track their PP children's attendance themselves.	£750

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Outcomes Year group 17/18 PP	% of children achieving ARE+			% of children achieving GD			Additional Information
	R	W	M	R	W	M	
EYFS-3	66	66	66	0	0	0	
Y1-1	100	100	100	0	0	0	
Y2-2	50	50	100	0	0	0	
Y3-5	80	60	80	0	0	0	
Y4- 2	100	100	100	50	50	50	
Y5-5	80	80	80	20	20	20	
Y6- 6	83	83	83	33	33	33	
Number of PPTotal-24							