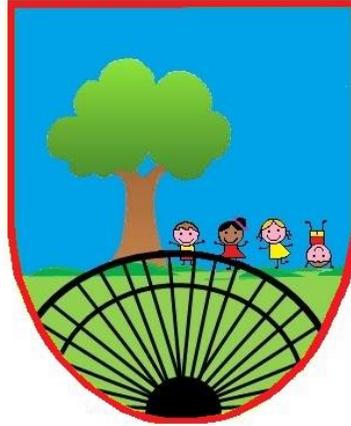


Shilbottle Primary

Fun, Respect & Friendship



# Pupil Premium Strategy Statement

**2019 – 2020**

**2018 – 2019** [review]

# Pupil premium strategy statement 2018/19

1. Summary information					
School	Shilbottle Primary School				
Academic Year	18/19	Total PP budget	£50600	Date of most recent PP Review	Sept 19
Total number of pupils	146	Number of pupils eligible for PP	32	Date for next internal review of this strategy	March 19

2. Attainment KS1 for 18/19		
	<i>Pupils eligible for PP (4)</i>	<i>Pupils not eligible for PP (8)</i>
% achieving expected levels in Phonics Screening Test	83%	100% (2018)
% achieving in reading, writing and maths	50%	100%
% achieving in reading	75%	100%
% achieving in writing	50%	100%
% achieving in maths	75%	100%
Attainment KS2 for 18/19		
	<i>Pupils eligible for PP (7)</i>	<i>Pupils not eligible for PP (24)</i>
% achieving in reading, writing and maths	43%	58%
% achieving in reading	71%	75%
% achieving in writing	43%	77%
% achieving in maths	43%	67%

1. Barriers to future attainment to be addressed in 19/20 (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	Develop basic mathematical skills
<b>B.</b>	Speech and language skills upon entry into Reception are at a lower level for PP children when compared to Non PP
<b>C.</b>	Achievement at greater depth for core areas is lower for PP children than Non-PP children (8.7/15.6)

<b>D.</b>	Reading levels of PP children are lower than Non-PP particularly for those gaining great depth of understanding.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Supported home learning, including mathematics and reading.
<b>F.</b>	Continue to target low attendance of vulnerable children and build on successes of 17/18.

<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will gain confidence in mathematical reasoning through rapid recall of basic mathematical concepts and facts. Staff now trained on all areas of Edge Hill University First Class in Number programmes which will be implemented in 19/20 throughout the school.	Scores from class tests and review of assessment data should show increase in mathematical attainment. Increase in Sandwell/PUMA/PRIMA scores.
<b>B.</b>	Upon entry level Speech and Language skills increased and PP children achieving in line with Non-PP children by the end of EYFS	Upon entry data shows increased S&L skills for PP children. Data for PP and Non-PP children shows rapid progress for PP children to ensure they meet the ARE by the end of EYFS.
<b>C.</b>	Increase in PP children working at greater depth level. Updated assessment system used to identify specific areas of the curriculum to be addressed to enable PP children to be targeted for support at the greater depth level.	Data reports show PP achieving greater depth in reading, writing and maths as other groups.
<b>D.</b>	Accelerated progress for those PP children identified as not achieving ARE in reading. Data shows PP children achieving a greater depth of understanding in reading is at the same level of Non-PP	Data and moderation meetings show rapid progress at all levels for PP children in reading.
<b>E.</b>	Increased support from families of PP children. 'Achievement for All' programme to target the development of home/school partnership work and support of PP families.	Increase in PP children reading regularly at home. Decrease in need for school daily reading support.
<b>F.</b>	Continue to monitor attendance and support families to maintain improved Persistent Attendance rate reduction. (15% PA rate reduced by 36% for FSM children in 17/18)	Further reduction in Persistent Attendance rates.

### 3. Expenditure

Academic year

18/19

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?
Improved Speech and Language skills upon entry and exit of EYFS	CPD for school staff. Continue to support preschool setting staff in developing S&L skills following their restructure.	We want to increase the links with the preschool providers to ensure the transition into the School's EYFS setting is seamless and children are prepared	CPD opportunities will be selected on evidenced effectiveness. EYFS staff will disseminate training to both preschool and school staff to ensure children are supported beyond the EYFS setting.  Observations and moderation will evaluate the impact of training. Preschool data should show children entering school at a higher level.	(EYFS teacher)	January 2020 (£1500)
	Review use of Talk Boost programme and ensure staff trained.  Implement target intervention programmes to include additional resources purchased, including Black Sheep and IDL. Intervention staff timetabled	Working with the SLCN specialist we will develop support programmes.	Newly appointed SENDCo and SLCN specialist to develop a programme of support.	SENDCo	(£7500)

Improved levels of children achieving at the greater depth level across the school in all areas.	Training for challenging higher attaining children. Personalised PP action plans developed as part of the Achievement for All programme will enable teachers to identify key strengths and targeted support. Programme continues to be developed.	PP children are not achieving at the same level beyond ARE than Non-PP children.	CPD opportunities will be selected on evidenced effectiveness.  Leads will monitor and evaluate the impact on raising attainment and data will show an increased level of PP children achieving beyond ARE.	Literacy Lead  Maths Lead  PP Lead	February 2020 (£3500) (1750 AfA)
Continuation of the Achievement for All programme with a focussed target group of raising attainment for PP children and increasing home/school links.	Review successes of previous years programme (such as increased attendance). Support parents with new curriculum developments to enable home support to be more effective.	AfA Impact Report Price Waterhouse Coopers Impact Assessment Studies show high levels of effectiveness of the programme.	CPD by AfA lead and appointment of 'School Champion' to develop manageable systems within the school.  Monitoring of achievement of PP children.  Increased levels of home/school collaboration.  PP Lead appointed to monitor parental meetings.	Head Teacher	Ongoing (£4250)
Increased home learning support for children.	Support parents with the requirement of the curriculum and to ensure they are fully aware of the expectations at all stages of their children's development.	Feedback from parents through extended support meetings in the previous year has shown parents need guidance in how best to support their children with their learning.	A programme of support ideas for parents, including workshops, will be developed and implemented throughout the year.	HT Subject Leaders	January 2020 (£6500)

**Total budgeted cost** £25000

**ii. Targeted support**

<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>
Improved Speech and Language skills upon entry and exit of EYFS	CPD opportunities Write Talk Talk Boost Training and Resources etc			English Lead	January 2020 (£2500)

<p>Increased rates of PP children achieving at all levels within Mathematics.</p>	<p>Development of the Maths No Problem curriculum supported by Classroom Monitor assessment system will enable early identification of target children.</p> <p>Train and support Math Lead in School through NCETM and The Great North Hub</p> <p>Maths lead now coordinating Hub for area and working with other schools to develop a consistent approach.</p>	<p>Endorsed by DfE, NCETM and OFSTED</p> <p>NCETM Conference showing increased outcomes through participation and training.</p>	<p>Staff will be fully trained in both Maths No Problem and Classroom Monitor at the beginning of the academic year. Analysis of key performance indicator performance will enable staff to identify children requiring support to achieve ARE and to work beyond ARE.</p> <p>CPD and staff training</p>	<p>Maths Lead</p>	<p>January (£3500)</p> <p>(£4250)</p>
<p>Targeted small group and one-to-one support</p>	<p>Class teachers to identify PP children requiring support during targeted intervention time. Staff meetings will be used to share effectiveness of strategies.</p> <p>TA skills now developed through training (including Edge Hill Uni courses), next steps to identify and support target groups.</p>	<p>Education Endowment Foundation research indicates one-to-one or small group interventions enable children to make rapid progress and ensure children achieve in line with their peers.</p> <p>Previous successes and collaboration with other schools using programmes.</p>	<p>Class teachers will identify the need for and monitor the effectiveness of targeted support. Successful strategies will be shared with all staff to ensure good practice throughout the school. Assessments and data analysis will identify the effectiveness of the support.</p>	<p>Class Teachers SLT</p>	<p>January 2020 (£10750)</p> <p>(£1250)</p>

Emotional wellbeing support	Draw Talk training for staff and dedicated timetable of intervention sessions for vulnerable children. Sessions are one a week for an hour over 12 weeks.	EEF research shows impact of emotional support for children has positive impact on academic achievements as well as general mental health.	Working alongside other agencies and with parents. Children identified to be susceptible to potential mental health issues will be offered one to one support.	Trained TAs	(800 training) (2000 intervention)
Mindfulness Now training	Develop a school Mindfulness programme to support children with resilience and mental wellbeing. Training with Mindfulness Now	Research indicates positive impact on children's wellbeing alongside improved academic achievements.	Development on school programme alongside partnership school encountering similar issues to support all children .	HT	4500
<b>Total budgeted cost</b>					£29550
<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>
Children to access a range of learning opportunities	Subsidise access to clubs, educational visits, swimming costs etc	Learning beyond the classroom allows children to access and potentially develop skills they would not otherwise be able to access. This will also have an on English skills as children can discuss and write about real experiences.  Develop PP awareness beyond the local community through residential visits to larger towns and cities.	Contribution towards costs to enable children to access a range of activities and develop skills in areas they may otherwise not be able to access.  Children gain increased awareness of opportunities available to them in order to inspire and engage.	Head Teacher	(£5250)
Increased partnership collaboration	Develop links with preschool, high school and other primary schools to share good practice.	Shared practice enables the school to access a range of strategies being used to support to PP children and evaluate their effectiveness in real terms as well as their suitability to our own school. Working with preschool settings will enable children to enter school with an increased level of attainment. Partnership work with the High School will ensure PP move onto the next phase of their learning journey fully supported.	A range of collaboration opportunities will be investigated. Deputy Head to work with preschool, Head Teacher to work with High School and all staff to share good practice with other primary schools.	All staff	(£2750)
<b>Total budgeted cost</b>					£7000
<b>Total budgeted cost for all areas (i,ii,iii)</b>					£61550

4. Review of expenditure			
Previous Academic Year			
Strategies identified in PP statement for 17/18			
Focus area	Actions taken and 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
Small group support	Support for post and pre learning activities. Intervention support (Accelerated Maths and Reader, Speech support and targeted RWInc groups) EYFS – 91.6% of all children achieved GLD. KS1/2 attainments shows an increase for PP children working at or exceeding ARE as follows: Reading +9.6% Writing +19% Maths +19.5% Combined +9.5%	Children have begun to access Mathletics for continued support.  Literacy Planet has been introduced to support home learning.  RWI continues to be very effective and following collaboration work with the Tyne Valley Teaching Alliance the Literacy Leader implementation of the RWInc spelling support in 17/18 has also proven effective.  First Class in Number 1 has been introduced and successfully implemented and therefore will be extended to other year groups in the coming year.	£9267
Emotional, social and behaviour support	Target children were supported using ELSA which enabled them to get back on track for learning. Target children's attendance increased.	Continuation of support in following year.	£1079
Training needs and resources	RWI training and books, Dyslexia training and Maths No Problem introduction training and books. MAPA training for all staff to meet the needs of children with emotional difficulties.	Continuation of all programmes as results for year show increase in year on year achievement for target PP children.	£8255
Swimming sessions	Funding of swimming lessons and additional lessons beyond school. Of target PP group only one child is continuing swimming lessons beyond target year groups.	Funding for out of school lessons in 17/18 for target child following discussions with parents.	£1610
Residential, educational visit and club funding.	Funding contributions for children to access out of school learning opportunities. Social and emotional enrichment.	Continuation of funding and increased level of experiences in 17/18 such as access the residential experience to London for the new Year 6 children.	£4134

Improving readiness for learning.	Subsidy of Education Welfare Support, milk and fruit. All PP children ready for learning, no health issues.	Continuation of support in 17/18	£1238
Partnership collaboration	Moderation meetings and collaboration work with Friendly Frogs and High School. Includes cost of increased level of work with Friendly Frogs such as TA and Deputy Head time.	Continuation of support through the evaluation of systems introduced this year for children commencing EYFS, such as training and implementation of Continued development of the learning environment.	£1176
Achievement for All	Collaboration with School Coach. Training needs of all staff. Increased work with PP families and supporting home learning. Attendance has increased and interaction with target families increased.	The successes will be further developed in the coming year in partnership with the coach.	£7000
		<b>Total Expenditure</b>	£33759

## 5. Additional detail

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

Data available via Classroom Monitor and SIMS to evidence increased levels of attainment and attendance.