

# Pupil premium strategy statement – Shalford Primary School

1. Summary information					
School	Shalford Primary School				
Academic Year	17/18	Total PP budget	£22440 plus a carry forward of £9000	Date of most recent PP Review	N/A
Total number of pupils	66	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Spring Term 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age ARE or above in reading, writing & maths	67%	50%
% achieving age ARE or above in reading	100%	50%
% achieving age ARE or above in writing	67%	83%
% achieving age ARE or above in maths	100%	67%
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in maths		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils who are eligible for PP are making less progress in writing pupils by the end of Key Stage 1 and 2.
B.	50% of children who are eligible for PP are on the SEND register, some with very high needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Emotional barriers for some of the PP pupils are having detrimental effect on their academic progress and that of their peers.
D.	Many families who are eligible for PP are unable to cover the cost of all school trips.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
High rates of progress across both KS1 and KS2 for all pupils eligible for PP.	As a result of personalised research based interventions, all children who are eligible for PP make at least as much progress as 'other' pupils in maths, reading and writing. Impact of strategies to be measured by teacher
Strategies in place to support pupils' emotional wellbeing minimising the effect on their academic progress.	As a result of effective support from the FAST team (Families And Students Together), the children with emotional issues will be provided with strategies to deal with their emotional difficulties. If necessary families will be referred to other outside agencies.
Children who are eligible for PP attend school regularly.	No PP children have persistent absence. The majority of PP children to have attendance or 96% or higher. This will be monitored monthly and certificates awarded for 96%+ and 100% attendance.
Children who are eligible for PP have the same opportunities as their peers.	PP children attend all school trips PP children participate in extra curricular activities

5. Planned expenditure					
Academic year		2017/2018			
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?
Higher rates of progress across all curriculum subjects and year groups. Every child to be given personalised support based on individual circumstances.	NAHT Aspire	The school has been involved in the Aspire programme which has huge impact across all areas of school improvement. This year the school specifically aims to improve the SAFS team provision as the school has a high proportion of emotional needs.	Key leads to attend termly network days. Regular monitoring visits from our Aspire advisor to support key leads. Learner support group to be re-established	SF/LW	Half termly review meetings with Aspire advisor. Three weekly extended leadership team meetings. Half termly learner support group meetings. Governing body to review impact.
Higher rates of progress across both KS1 and KS2 for high attaining pupils eligible for PP.	Whole school moderation with other local schools.	Staff will gain confidence and reassurance that they have carried out accurate assessments.	Termly moderation meetings scheduled in advance with local schools.	All teaching staff	Half termly pupil progress meetings.
	Accelerated Reading program	High quality texts and readers will become more sophisticated readers.	Accelerated Reading webinar training Ensure school is fully resourced and teachers are fully trained to deliver it	HS	Half termly pupil progress meetings. English subject lead monitoring
	All teachers to attend the Developing Teacher Program	Enhancing teachers' practice in order to personalise provision so that all children, including the disadvantaged, make good progress from their	Teachers will be able to identify the impact on their pedagogical practice and monitoring of lessons and pupil outcomes will show effective progress.	LV	Half termly Pupil Progress meetings
<b>Total budgeted cost</b>					<b>£5800</b>

<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>
Diminished difference in outcomes between children eligible for PP and pupils who are not.	Accelerated Progress Learning Sequences (APLS) set for PP children	All staff have received NAHT Aspire training on how best to implement APLS. Gaps are identified and APLS are put in place to work on personalised targets.	Teachers will be released to plan and monitor the APLS for the PP children in their class. Teachers will be released for Pupil Progress meetings to track the progress and impact of APLS.	All teachers to set APLS. SF to monitor impact.	Half termly Pupil Progress meetings  £5941
	1:1 tuition	PP children who are not on track to make expected progress will receive weekly 1:1 tuition.	Children will receive tuition during afternoons to prevent them missing whole class maths and English lessons. Pupil Progress meetings will take place to track the progress.	GJ	Half termly Pupil Progress meetings  £1250
	LSA support in class	Class LSAs to support children who are eligible for PP within the classroom.	LSAs to support in implementing and delivering APLS. LSAs will all attend achievement team meetings and follow up on actions.	All LSAs and class teachers	Half termly Pupil Progress meetings  LSA PMR reviews  £5941
	Small group research based intervention groups	PP children who are not on track to make expected progress will receive targeted small group intervention based on their individual needs.	Intervention LSAs have received support and training around the specific interventions. They carry out regular assessments. There is a weekly timetable to ensure that these take place regularly. The intervention LSAs attend achievement team meetings to feedback progress to teachers.	HS/GB	Achievement Team Meetings  £5987

	All teachers to attend the Developing Teacher Program	Enhancing teachers' practice in order to personalise provision so that all children, including the disadvantaged, make good progress from their starting points.	Teachers will be able to identify the impact on their pedagogical practice and monitoring of lessons and pupil outcomes will show effective progress.	LV	Half termly Pupil Progress meetings
<b>Total budgeted cost</b>					£19120
<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>
1 specific PP child is able to get to and from school.	School to pay for bus pass for the Autumn Term.	Parental financial situations have changed, meaning that the child would have moved to a school closer to home.	A bus pass will be provided to the PP child. Attendance will be monitored to ensure that this increases as a result.	LW	December 2017  £195
Strategies in place to support pupils' emotional wellbeing minimising the effect on their academic progress.	In school support is provided by the FAST team (Families and Students Together)	Pupils and parents receive emotional support and guidance on a regular basis to remove the barrier that emotional circumstances can have on children's learning.	Regular FAST team visits are scheduled in advance. A member of the FAST team will attend the half termly Learner Support Group meetings.	LW	Ongoing  £2325
All children will attend all school trips and visits.	All children who are eligible for PP will be offered school trips and visits at a reduced rate.	All children will be given the same opportunities to experience out of school learning.	Parents will be notified of proposed support so the children are able to attend trips despite any financial difficulties.	SF	Ongoing  £1000

	Children who are eligible for PP will be offered extra cultural and profound experiences	All PP children will experience out of school opportunities which they may not have had the chance to outside of school.	Liaise with other schools in the partnership.	SF	Ongoing £1000
Attendance of pupils with PPG is at least in line with the national average of 96%	Invite children to attend a breakfast club before school.	Access to a breakfast club will ensure that pupils are not hungry or distracted. Funding can be used to access extra-curricular activities to improve attitudes to learning. Ensures that the children are not late to school.	Monitoring of the activities offered to ensure they are making an impact to the children's learning. Monitoring the impact of activities through pupil voice Monitoring of impact through discussions at information parents meetings.	LV	£2000
<b>Total budgeted cost</b>					<b>£4520</b>

6. Review of expenditure			
Previous Academic Year		2016/2017	
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)
Improve oral language skills for pupils eligible for PP in Key Stage 1	Key Stage 1 LSAs have received training in delivering phonics. DL and ND have received training in delivering Talk Boost.	EYFS GLD 86% from 80% in the previous year. PP children at the end of Year 2 made good progress from the starting points.	The trained staff will continue to use the Talk Boost strategy in Key Stage 1.
Higher rates of progress across both KS1 and KS2 for high attaining pupils eligible for PP.	NAHT Aspire	All staff use assessments much more effectively and regularly to identify and close gaps in learning. Proven effective teaching and learning strategies are in place in all classes.	Although our contract with Aspire has come to an end, we will still be continuing to use all of the strategies that we have taken from it, including achievement teams, termly learning conferences, Fast maths.
High rates of progress across both KS1 and KS2 for all pupils eligible for PP.	Whole school moderation with other local schools.	KS2 writing was externally moderated by county and all data was confirmed and agreed.	We will continue to plan cluster moderation meetings across the trust and with other local schools.
Strategies in place to support pupils' emotional wellbeing minimising the effect on their academic progress.	In school support is provided by the FAST team (Families and Students Together)	Emotional support has been provided to both children and parents of families eligible for PP and some who are not. This has helped to remove barriers to learning and provide more specialised support to those families who have needed it.	Very positive impact – will continue in 2017/2018
Children who are eligible for PP attend school regularly.	Bus passes paid for to improve attendance	Significant improvement in attendance for those children who received a school funded bus pass.	This will be implemented again for one pupil who is not entitled to free school transport.