

Pupil premium strategy statement

School overview

Metric	Data
School name	Shaldon Primary School
Pupils in school	212
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£20,175
Academic year or years covered by statement	2020-21
Publish date	15/09/20
Review date	15/09/21
Statement authorised by	Jenny Stewart
Pupil premium lead	Adam Claridge
Governor lead	Simon Girling

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.2
Writing	+1.6
Maths	+0.6
Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	50%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Training and consistent implementation of the graduated response scheme, to address children's gaps in learning within the context of the classroom environment, through pre-teaching of skills that will later be introduced to rest of class, building confidence and fluency in reading and mathematics
Priority 2	Closer tracking of small steps in progress towards targets for PP children in core subjects. SLT monitoring documentation will hold teachers and middle leaders to account for evidencing the progress of specific children.

Barriers to learning these priorities address	Ensuring time is given over at the start of the day, on specific days for pre-teaching of skills to ensure PP children make accelerated progress in reading and maths. Pre-teaching of reading every Thurs/Fri 9-9.30am and pre-teaching of maths from 10.30am Mon-Fri.
Projected spending	£5,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 (aim 1.0)	Sept 21
Progress in Writing	Achieve above national average progress scores in KS2 (aim 1.8)	Sept 21
Progress in Mathematics	Achieve above national average progress scores in KS2 (aim 1.0)	Sept 21
Phonics	Close gaps from EYFS as result of lockdown March – July. Achieve 97% or above in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure staff are highly skilled and effective at delivering a systematic, daily phonics programme. Utilise expertise of newly recruited experienced teacher with expertise to develop skills and model expert phonics teaching to rest of team.
Priority 2	Increase accessibility to IT equipment so that disadvantaged children have a range of methods for consolidating their phonics knowledge during continuous provision. Invest in software programme that children can access both at school and at home, to support home-school links for disadvantaged pupils.
Barriers to learning these priorities address	Staff having time to work alongside expert phonics teacher, particularly during current pandemic and the need to restrict movement of staff across bubbles wherever possible.
Projected spending	£11,175

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop further opportunities for outdoor learning, such as our school allotment site.
Priority 2	Work with external partners, such as Daisi and local artists, to provide enriched curriculum opportunities in music and drama to support reading and literacy outcomes.
Barriers to learning these priorities address	School attendance may be a barrier to children accessing these opportunities within the school
Projected spending	£4,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers have time to focus on reading twice daily and that quality texts prove a source of engagement and inspiration for children who may not otherwise have ready access to a wide range of books	Timetabling of daily reading sessions across school. Budget allocation to providing high quality books in every classroom as well as library. Use of Devon Library Service. Reading areas in every room as a school consistency.
Targeted support	Pre-teaching time slots are taken up with other tasks or not possible if staff are thinly stretched owing to staff self-isolating or absent	Support staff working across clusters of children who benefit from pre-teaching interventions
Wider strategies	Engaging families facing most challenges	Working closely with other schools in our trust on a cross school outreach programme. Learning from successful initiatives used by other schools and implementing incentive schemes to appeal specifically to persistent low attenders

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Reading has improved since 2019 from -2.5 to -0.2, but still weakest area.

	Stronger focus on reading has been implemented this year.
Progress in Maths	Improvement on 2019, -0.4 to 0.6, from below national average to above national average
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of updated phonics scheme and staff training. 100% of PP children were on track to achieve national standard at end of 2019.