

Pupil premium strategy statement –Shaldon Primary School

1. Summary information					
School	Shaldon Primary School				
Academic Year	2019 - 2020	Total PP budget	£23, 760	Date of most recent PP Review	Nov 19
Total number of pupils	211	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Nov 20

2.	3. Current attainment		
Achievement Criteria for PP-18/19	Pupils eligible for PP (your school) 18/19	National PP	2019 National average-all
% achieving the expected standard or above in reading, writing & maths end of KS2 4 pupils	(3) 75%	51%	65%
% achieving expected standard or above in reading at end of KS2	(3) 75%	51%	73%
% achieving expected standard or above in writing at end of KS2	(3) 75%		78%
% achieving expected standard or above in SPAG at end of KS2	(3) 75%		78%
% achieving expected standard or above in maths at end of KS2	(4) 100%		79%
% achieving the expected standard or above in reading, writing & maths end of KS1 1 pupils	(1)100%		65%
% achieving expected standard or above in reading at end of KS1	100%	62	75%
% achieving expected standard or above in writing at end of KS1	100%	55	69%
% achieving expected standard or above in maths at end of KS1	100%	62	76%
% pass the phonic screening test in Y1 (3 children)	(2) 66%	71%	82%
% achieving a Good Level of Development at the end of EYFS (1)	100%		72%

3. Barriers to future attainment for pupils eligible for Pupil Premium (as of Nov 2019)

<p>Additional information that may be a barrier to learning.</p>	<ul style="list-style-type: none"> • Our current % of disadvantaged pupils is 8% (17 children). • 5 out of 17 children are on our SEND register • 1 child will retake the phonics screening check in Year 2 (June 2020)
<p>In school barriers</p>	
<p>Children with SEND</p>	<ul style="list-style-type: none"> • 30% of our current Pupil Premium cohort have Special Educational Needs • 1 of our current pupil premium SEND children receives on-going pastoral support and an application for EHCP funding is in place. This child has significant social and emotional barriers, which are being supported by behavioural support specialists and a bespoke 1:1 support timetable to enable this child to access playtimes and enjoy positive relationships with his peers. • 1 of our current pupil premium SEND children's parents are receiving family support, focusing on parenting strategies around routines at home
<p>Achieving Greater Depth or the Higher Standard</p>	<ul style="list-style-type: none"> • No children in receipt of the Pupil Premium achieved the higher standard in reading, writing and maths combined at the end of KS2 last academic year • Currently, 1 PP child in Y6 (50%) is currently working at greater depth in reading, writing and maths • Both of our two Year 6 PP SEND children are expected to achieve combined expected standard or higher in reading, writing, maths and GPS (100%) • One of our Year 6 PP SEND children is on track to achieve Greater Depth in all subjects at the end of KS2 in 2020 • In Year 2, we expect that 66% will achieve expected standard or above and that 66% will achieve greater depth in all three subjects. One of our three PP Year 2 children is SEND and is receiving focused daily intervention, to support the development of early reading and the application of phonics. • The interventions with our Year 2 SEND child have had significant impact, and this child's reading fluency score has increased from 13 words per minute to 38 words per minute. This represents one of the biggest increases in fluency in the class. • Daily handwriting interventions have improved letter formation, pencil grip and fluency for the Year 2 SEND PP child. We are hopeful that with continued, focused support, that it is possible that we would achieve 100% expected or above and 66% greater depth for our Year 2 pupil premium children by the end of this academic year.

Progress in Reading and Writing	<ul style="list-style-type: none"> • Pupil Premium pupils in Year 6 last academic year had an average scaled score of 100 and a progress score of -2.5 in reading. Reading remains the subject where we are finding it most difficult to get our PP children to expected and greater depth. This is mainly owing to the fact that the approach to reading has been based on checking and monitoring reading performance as opposed to explicit teaching of reading strategies. • Pupil Premium pupils in Year 6 last academic year achieved an average scaled score of 100, with a progress score of -1.2 in writing. • This is mainly due to the fact that our school only adopted a school-wide approach to cursive handwriting in the last year (2018-19) and therefore a large number of pupil premium children have not had enough time in school to adopt our effective handwriting scheme, our approach to spelling, reading and SPAG. Our interventions are impactful but the gaps in SPAG knowledge that children had when they started Year 6 was significant. • Supporting writing at home is more complex for parents.
Curriculum provision	<ul style="list-style-type: none"> • We have undertaken a serious review of quality first teaching and intervention strategies, so that attainment and progress measures are improved for pupil premium children. • 1 PP year 6 child is on track to achieve the expected standard in reading and writing and 1 PP year 6 child is on track to achieve greater depth in reading and writing. These two children recently sat the 2018 SATs paper and achieved scaled scores in reading of 93 and 118 respectively, which represents significant gains since September. • The PP child who achieved a scaled score of 93 is currently attending two early morning interventions each week focusing on reading fluency, plus one targeted intervention on a Wednesday that focuses on developing comprehension. • We have overhauled our school timetable in order to ensure that reading is explicitly taught in every class, daily, between 9am and 9.30am. This allows us to carefully group children according to their specific reading barriers and ensure that our most qualified teachers are targeting pupil premium children who we feel need to make accelerated progress to close their gaps in attainment. This new timetable will come into effect on 6th January 2020. • We are currently undertaking an overhaul of our curriculum to ensure all our children receive a purposeful, engaging and rich education. • We have improved our Enhanced provisions and our interventions demonstrate increased progress, however we know our lower attaining PP pupils need consistent quality first teaching to excel. So getting the balance right of focused interventions whilst ensuring children have access to the curriculum is always a challenge. • In October 2019, our curriculum governors spoke with pupil premium children from Years 5 and 6. These children reported that they preferred the learning enquiry approach and found lessons more enjoyable. They liked going out on visits and having visitors into school, they liked 'solving the problem'. • We have appointed a PP champion, Zoe Ellis, who is using dedicated weekly time to focus on our most vulnerable pupils. This is a new initiative for us and we need to measure impact.
External barriers	
Attendance	<ul style="list-style-type: none"> • Percentage attendance of PP pupils from 10/9/18 – 24/7/19 was 97.56%. This is an improvement from the previous year of 96% • Attendance at school is occasionally affected by the challenging circumstances that many of our PP live in. However, we now have a rigorous system in place to collect children when they are absent and we have a structured and coherent response to poor attendance. • A few children may not be brought to school on time, or at all, if a parent is working a nightshift. This is a possibility, currently, for 3 pupils in receipt of Pupil Premium.

<p>Aspirations for pupils</p>	<ul style="list-style-type: none"> • Some parents find it difficult to link current attainment and progress in school to their child's later chances in life • Parents are often unaware of the impact of a growth mindset, regular support from home and good attendance • A few parents lack confidence to support their child's learning.
<p>Challenges in the home environment compared to the school environment with regards to boundary setting</p>	<ul style="list-style-type: none"> • Some parents of our PP children lead challenging lives, with limited time to engage with school • We are working closely with one particular family, in order to develop strategies to overcome issues relating to poor maternal attachment since birth • Several families have been signposted to outreach services to advise on routines and bedtimes, to ensure that children are arriving at school settled, rested and calm • We are funding breakfast club and after school club for the family of two PP children in Years 4 and 6, in order that the year 6 child can access additional morning intervention support and both children have a substantial breakfast and healthy snacks after school • Another PP family is working with our SEN lead and PP champion, Zoe Ellis, to manage anxiety and provide a calm home environment

Behaviour and pastoral needs	<ul style="list-style-type: none"> • A number of PP children have social/emotional needs that require additional, regular support in order to fully and effectively access learning in a similar way to their peers. 1 pupil in the school has specific behaviour needs, which are sometimes presented through disruptive behaviour during break and lunchtimes. This pupil often lacks control over feelings and outbursts of anger. Although these difficult times in school are low, we know their previous traumatic experiences affect their learning and mental health. In total, 4 out of 17 pupils from YR-Y6 have ongoing Pastoral support. This includes THRIVE, therapeutic play and 1 to 1 emotional support from our pastoral lead. • For some of these children, parents seek support from school because they have identified that they need support themselves. Others' parents or carers are reluctant to ask for or receive support, which means that the relationship between school and home does not fully support the child's needs in a cohesive way. • All our PP children know they have someone to go to if they feel worried. Our safeguarding circle time sessions in class each week demonstrate that they understand where the support is in school when they need it. • Some children find it difficult to access learning due to anxiety, emotional needs, social needs or communication and interaction difficulties. There are a number of PP pupils currently 4 PP children across the school who require regular pastoral support in order to access learning and achieve well. In addition to this, teachers work with children in this capacity on a needs-basis and refer children on a needs-basis to the Pastoral Lead and SENDCo for additional SEMH support. • Some families are experiencing financial difficulty, which has an impact on the child/ren's ability to develop and access learning in the same way as their peers. Financial pressures and related stresses affect the level of support the child receives at home. In 2018/19 we use the PP fund to buy breakfast for a child, reading books to engage them, other uniform and provide before and after school care. • Some pupils in receipt of the premium do not currently participate in any extra-curricular activities that require payment (provided by external coaches/tutors), which their peers are experiencing. Families have been approached and understand the school will either contribute or fully fund the activities.
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4. Desired outcomes <i>(Desired outcomes and how they will)</i>		Success criteria
A.	To enable all children eligible for PP to achieve at least in line with 'non disadvantaged' groups nationally with a greater proportion achieving Greater depth.	% PP children achieving "Good Level of Development" is above national. % PP children passing Phonics Screening test is above national % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national At the end of KS2 all PP children make at least '0' progress scores.
B.	To enable our children in receipt of Pupil Premium to have higher aspirations and increase the amount of parental involvement with the school	PP children demonstrate our character education value of responsibility – to be measured through pupil interviews. Average attendance of PP children is in excess of 95%

C.	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
D.	To provide additional enrichment opportunities for PP children, especially those who are already achieving well in core subjects or who have lack of opportunity to access quality enrichment activities	Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.

5. Planned expenditure

Academic year

2019 – 2020: **£23, 760**

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 on?	When will you review/ implement?
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Use of Pupil premium champion, ZE, to target specific children and ensure that our enhanced provision unit and classroom 'quality first' teaching is impacting on closing gaps</p>	<p>Prioritise PP children-first books marked, targeted support in class, constant check in-attune and validate</p> <p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning. 2 SEND PDMS to ensure new enhanced provisions are well delivered and there is a consistent approach across the school (28th Oct and 18th Nov PDMS)</p> <p>Ensure assessment is rigorous allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions.</p> <p>Ensure interventions are well matched to the needs of the pupils. (Boxall Profile for all pp)</p>	<p>EFF toolkit identifies the following strategies are being particularly impactful:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact +5) • Feedback (high impact +8) • Mastery learning (moderate impact +5) • Meta-cognition and self-regulation (high impact +8) • Phonics teaching (moderate impact +4) • Reading comprehension strategies (moderate impact +5) • Individual 	<ul style="list-style-type: none"> • Review each week in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments • Careful tracking of progress through data and regular progress meetings with teachers • Each teacher to have specific identified goals – this will be monitored through regular evaluation and through meetings with school leaders • Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs • Focused CPD on meta-cognition and mastery. 	<p>JS, AC, MG, ZE</p>	<p>End of each term</p>

Total budgeted cost

£9000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
To improve the learning dispositions, attitudes and social/emotional well-being of our most vulnerable PP children	<ul style="list-style-type: none"> Pastoral and behavioural support will be carefully planned so that every child is ready to learn at the appropriate time and can access the curriculum successfully. A clear timetable of pastoral support will allow all the children who need such support to receive it and will allow teachers, Teaching Assistants, SLT and parents to fully understand a child's needs in order to support him/her more effectively. Behaviour across the school, including during transitions around school, will be outstanding. Parents will fully engage in their child's life at Shaldon and will work in collaboration with the school to support a child's social, emotional and mental health needs as well as academic needs. 	<p>EEF toolkit identifies the following:</p> <p>Behaviour interventions (moderate impact +4)</p> <p>Social and emotional learning (moderate impact +4)</p> <p>Outdoor adventure learning (moderate impact)</p>	<p>Regular evaluation of how well provision is meeting children's needs –half termly meetings between JS/ZE/SN/SB/SW</p> <p>Enhanced provision programmes- entry/exit data</p>	JS/ZE/	<p>Every half term– review how provision is meeting the current needs of children.</p> <p>Enhanced Provision review meetings scheduled for 10th Jan, 24th Jan, 17th Feb to measure impact</p>
Total budgeted cost					£14000

iii. Other approaches

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
To enable our children in receipt of Pupil Premium to have higher aspirations	<p>Parental workshops and school engagement projects (learning enquiry outcomes) to involve children with their families at the end of each term/half term</p> <p>Parents are invited in to class led assemblies each half term, where children will share their learning so far and demonstrate how they have developed the character of well-being and responsibility</p> <p>Residential trips for Y5 and Y6– Children to be targeted for outdoor learning activities progress</p>	<p>EEF toolkit identifies the following:</p> <p>Parental involvement (moderate impact +3)</p> <p>Outdoor adventure learning (moderate impact +3)</p>	<p>Hold reading and phonic workshops for parents to ensure parents have a good understanding of how their parents can best support their children.</p> <p>Lead teacher on residential to ensure visits meets the needs of the children and consider tailored provision for PP children.</p>	JS AC AY DR ZE	To be reviewed at SLT meeting at least once a half term.

To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities	Participation in arts, drama, music and sports extra curricular clubs (including breakfast club). Social events eg community events such as the big lunch, work with Purple angels Participate in enrichment opportunities for core subjects with other children Sports lead to provide specific pupil premium sports enrichment clubs. Music lead to provide subsidised opportunities to be part of school choir and paid-for enrichment activities, such as Teachers Rock Youth Choir.	Collaborative Learning (moderate impact +5) Arts participation (low impact +2) Sports participation (low impact +2) Extending school time (+2)	PP children identified on register of support. Additional opportunities offered to targeted pupils both in school, after school and with other schools including Creation Station, Multiskills Sports Club, School choir, Teachers Rock Youth Choir, 33% school funded residential for Y5/Y6 PP pupils	AC AY MG JS ZE	To be reviewed at SLT at least once a term
Increase self worth and develop a positive attitude to school	To purchase uniform, support travel costs and other resources/equipment that will ensure good attendance and promote self esteem	Social and emotional supports (+4)	COC/SE/ZE to carefully monitor PP children, refer any concerns to ZE and JS who will meet with parents. Teachers to be aware of their PP children in terms of presentation and uniform	Admin/Reception staff and KS leads All teachers	Ongoing
Total budgeted cost					£760

6. Review of expenditure				
Previous Academic Year		2018 – 2019 (£30,960)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	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>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.</p>	<p>75% of PP children achieved expected standard at the end of KS2 in 2019.</p> <p>Average scaled score was 100 in reading and writing, with -2.5 and -0.2 progress measures.</p> <p>PP children made less progress than non-pupil premium children in all three areas.</p>	<p>Precision teaching and auditory processing did not have as much impact as had been expected. Adaptations to this approach have been made this year as a result, with improved impact. This has been evidenced in times-tables rapid recall facts in Year 4 and in the acquisition of phonics knowledge in Year 1.</p> <p>Changes have been introduced for 2019/20 to ensure better outcomes for PP children in reading and writing at the end of KS2. These include: Stronger focus on combined scores, monitoring of scaled score targets and predictions using FFT Aspire and earlier interventions for PP children who are at risk of not making at least the expected standard.</p>	<p>£9200</p>
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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
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<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 through PRAISE. Individual coaching for selected pupils; (to include supporting development of vocabulary through conversation.)</p>	<p>No PP children achieved greater depth at the end of KS1 and KS2 in 2019.</p> <p>Progress measures for PP children compared to non PP children were lower</p>	<p>Improvements for 2019/20 include more rigorous monitoring and tracking of PP children's progress:-</p> <ul style="list-style-type: none"> - Internal data monitoring has been adapted to show combined progress and attainment - Scaled score analysis for pupils at end of KS2 and KS1 shows gaps that need to be filled and progress towards these - QLA grids used in focussed way <p>Enhanced provision unit and use of sports lead/music lead to provide broader curriculum access. Enhanced provision unit will provide more accurate targeting of PP children's barriers, rather than through conversation and individual coaching.</p> <p>Changes to curriculum structure and sharing of outcomes with parents are intended to make learning exciting, engaging and inspire greater parent/school support for PP children.</p>	<p>£21,250</p>
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<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. 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 & residential.</p>	<p>We have excellent communication with our most vulnerable pupil premium children and regular reviews and tight monitoring means that we continue to pre-empt any difficulties that may come along. We ensure that our PP children have a high level of care combined with sensitive and skilled teaching.</p>	<ul style="list-style-type: none"> - Vary support given ensuring that needs are met of all children. (some children have more than 1 type of intervention) - Parental involvement – ensure parents are clear on expectations and how they can be involved in support and what is available to them. - Parents having regular meetings with our SEN lead and pupil premium champion continue to have great impact and feedback from parents undergoing support is very encouraging and has changed how they parent and manage challenging behaviour. - SEN team works effectively to ‘build a team’ around a child. There is a first response adult for a particularly vulnerable child and this allows us to effectively deploy staff so that every TA is making a valuable contribution 	
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

To improve attendance of children who are eligible for PP	A range of attendance incentives and rewards	<p>Cumulative Attendance from 10.9.18-24.7.19 for PP children was 97.56% (97.8% for non Pupil premium).</p> <p>Cumulative attendance for the same period this Year is 94% (95% non PP) although this is lower than usual owing to illnesses and a virus that has affected lots of children over the autumn/winter.</p>	<p>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.)</p> <p>Class teachers still need to ask more questions and track their PP children's attendance themselves.</p>	£4920
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7. Additional detail

Outcomes Year group 18/19 PP	% of children achieving ARE+			% of children achieving GD			Additional Information
19 children	R	W	M	R	W	M	
EYFS-1	100%	100%	100%	0%	0%	0	
Y1-3	66%	66%	66%	66%	33%	66%	Phonics screening-66%,
Y2-1	100%	100%	100%	0%	0%	0%	EHCP pupil
Y3-3	50%	100%	100%	0	0	100%	1 pastoral support for family
Y4- 5	80%	80%	80%	0	0%	0%	2 SEND & PP; 2 x Pastoral and family support
Y5-2	100%	100%	100%	50%	50%	50%	2 SEND & PP children; 1 pastoral support for family (funded breakfast club)
Y6-4	75%	75%	75%	0	0%	0%	