

# Pupil premium strategy statement

1. Summary information						
<b>School</b>	Shortstown Primary School					
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	146,671	<b>Date of most recent PP Review</b>	July 2017	
<b>Total number of pupils</b>	334	<b>Number of pupils eligible for PP</b>	111	<b>Date for next internal review of this strategy</b>	July 2018	

2. Current attainment								
<b>EYFS 2017</b>	<i>Cohort- 59 children</i>	<i>National figures</i>	<i>Pupils eligible for PP meeting expected (14 YR pupils – 23.7%)</i>	<i>National figures non PP</i>	<i>Gap PP and National Non PP</i>			
GLD	64%	69%	55%	72%	17%			
Reading	69%	77%	55%	80%	25%			
Writing	68%	73%	55%	75%	20%			
Numbers	75%	79%	64%	81%	17%			
Shape, Space & Measure	71%	82%	64%	84%	20%			
<b>KS1 2017</b>	<i>Cohort- 60 children</i>	<i>National figures</i>	<i>Pupils eligible for PP meeting expected (13 Y2 pupils – 22%)</i>	<i>National Non PP</i>	<i>Gap PP and National Non PP</i>			
meeting expected in reading	68%	76%	54%	79%	25%			
meeting expected in writing	45%	68%	31%	72%	41%			
meeting expected in maths	63%	75%	62%	79%	17%			
<b>KS2 2017</b>	<i>Cohort- 25 children</i>	<i>National figures</i>	<i>Pupils eligible for PP meeting expected (15 Y6 pupils – 60%)</i>	<i>National Non PP</i>	<i>Gap PP and National Non PP</i>	<i>Progress scores for cohort</i>	<i>Progress score for PP children KS1-KS2</i>	<i>Progress score for Pupils not eligible for PP (national average)</i>
achieving in reading, writing and maths	24%	61%	13%	67%	54%			
meeting expected in reading	32%	71%	27%	77%	50%	-6.88	-7.59	+0.33
meeting expected in writing	64%	76%	73%	81%	8%	-2.44	-0.89	+0.17
meeting expected in maths	44%	75%	47%	80%	33%	-4.13	-4.48	+0.28

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Baseline into Preschool and Reception are below and well below, in all areas of the Curriculum	
<b>B.</b>	Progress data affected by pupils entering KS2 with high KS1 which cannot be evidenced	
<b>C.</b>	Severity of SEND needs – diagnosed through educational psychologist and with EHC plans, affecting individual learning and capacity of teachers to provide intervention to PP	
<b>D.</b>	Gap for PP vs non PP Nationally high across all reported areas, starting in EYFS	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Lack of parental engagement to support learning in the classroom and provide aspirations and expectations for attainment	
<b>F.</b>	PP absences higher than non PP (although lower than National average)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the number of PP children achieving GLD	Increase GLD for PP to 69% in line with non PP children 2017
<b>B.</b>	Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Increase average scaled score for R&M for PP from 96.5 to 98 Increase average progress score for reading from -7.59 to greater than -5
<b>C.</b>	Ensure access arrangements are implemented to allow PP children, with SEND to access learning	Complete BVPS on all KS2 children. Children working 2 years or more to complete EHA for Educational psychologist referral. To increase use of access arrangements across the school to provide opportunity for PP with SEND to access testing and improve TA.
<b>D.</b>	Reduce the attainment gap for PP vs non PP children Nationally in reading, writing and maths across all reported areas	Reduce gap for KS1 writing from 41 % to less than 30% Reduce the Gap for KS2 Reading from 50% to less than 30% Increase number of PP children achieving combined RWM, at KS2 from 13% to 30%
<b>E.</b>	Improved parental engagement	Increased opportunities provided for Parents to attend school to engage in children's learning.
<b>F.</b>	Improve attendance for PP	Attendance figures for PP meet school expectation of 97%

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-2018</b>				
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.					
<b>i. Quality of teaching for all</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>
A.Increase the number of PP children achieving GLD	Maintain a high number of staff in the Early years to keep ratios a 1:12	Smaller key worker groups to provide specific learning against attainment and next steps.	Through data analysis and pupil progress meetings. 2simple data recordings	KB EYFS lead	Every term through data and Pupil Progress meetings
B.Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Use SLT to support RWM and GPS in Y6, 3 mornings a week	Small groups of children with teaching directed specifically to individual need to plug gaps in learning, especially children joining the school through KS2	Data analysis, professional discussions, children's outcomes	MJ & KS	On going
C.Ensure access arrangements are implemented to allow PP children, with SEND to access learning	Training for TAs around expectation and data and how to provide support  SEND TA supporting pupils and staff with specific needs	TAs understand school expectations and able to support PP children with SEND to access the Curriculum and make good progress from starting points.  Individual support provided for children with Educational psychologist plans – to meet individual objectives.	Weekly TA training, HLTA to monitor TA practice Appraisal targets, which identify key children, reviewed in Jan	DC, GW	Every term through Pupil progress meetings
D.Reduce the attainment gap for PP vs non PP children Nationally in reading, writing and maths across all reported areas	Assistant Head non class based to provide coaching and mentoring to all staff	to support development of teaching and learning to ensure all teaching is at least good. Supporting collaborative learning. Training staff in marking & feedback. NQT mentor and coach			
<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>

A. Increase the number of PP children achieving GLD	Track pupils and organise groups to meet individual needs, time for lead to analyse data	To ensure children are picked up quickly and gaps or misconceptions addressed in a timely manner to support progress and attainment.	Data tracking	KB	
B. Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Renew registration to Bug club and RM Maths  Invest in Fiction Express for Upper KS2  Intervention in all classes, 2 days a week streaming for Numeracy	to provide further reading and Numeracy opportunities which can be accessed at home with the aim to raise attainment in reading and Maths  To provide higher quality of text and engage in reading as a writer  Additional staff to reduce the group sizes, working on group targets and using 2simple to record assessments and evaluate for next steps	Teacher assessment pages on the systems used to support assessments and planning	WP leads	Termly – linked to pupil progress meetings
C. Ensure access arrangements are implemented to allow PP children, with SEND to access learning	SEND TA supporting pupils and staff with specific needs	Providing support for staff in classrooms with SEND pupils to implement strategies to support individual pupil needs	Data tracking, professional discussions	GB	On going
D. Reduce the attainment gap for PP vs non PP children Nationally in reading, writing and maths across all reported areas	Language development groups  Staff ELKAN training	Attended by KS2 children to develop speech and language and vocabulary to support in all aspects of their learning  Staff well trained in delivering S&L to support progress and attainment	Tracking systems in place  Staff pass course and evidence of use in t&L	GB	May 2018
<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>
E. Improved parental engagement	Full time Family support worker in post	Support for children and their families to address family issues which may hinder attendance, behaviour and learning. Supporting through external agency working, including social services and CAF process.	Case loads and impact linked to referrals	GB, MH	May 2018
F. Improve attendance for PP	Full time Family support worker in post	To monitor attendance and support families to improve attendance.	Attendance data - weekly	DC, MH	On going

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
A. Increase the number of PP children achieving GLD	Maintain a high number of staff in the Early years to keep ratios a 1:12	14 Children, 3 SEND (1 EHCP pending), 4 EAL, 1 child new to education Average points 31.1, non PP 33.9 = Gap 2.8 GLD 64%, Non PP 77% = gap 13% Gap lower than 2017 National 17% overall improvement for the cohort, exceeding National. Gaps are high due to the SEND and child new to education	Specific support provided improved the outcomes. Increase emotional support to engage the harder to reach -Forest schools	
B. Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Use SLT to support RWM and GPS in Y6, 3 mornings a week	Cohort results significant improvement. Targeted PP children made good progress PP group meeting cohort results for reading and only slightly below for Maths and GPS. PP are significantly below for writing, however 3 children were awarded Greater depth.	Continue to provide additional support	£11,135
C. Ensure access arrangements are implemented to allow PP children, with SEND to access learning	Training for TAs around expectation and data and how to provide support	As above	To continue with new staff to Y6	£500
D. Reduce the attainment gap for PP vs non PP children Nationally in reading, writing and maths across all reported areas	Assistant Head non class based to provide coaching and mentoring to all staff	R gap reduced over the year from 1.11 – 0.78 W gap reduced over the year from 2.05 – 1.47 Maths gap increased slightly = 1.82	Focus on arithmetic and multiplication tables, change to whole class Maths mastery approach	£12,148
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

A. Increase the number of PP children achieving GLD	Track pupils and organise groups to meet individual needs, time for lead to analyse data	As above		
B. Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Renew registration to Bug club and RM Maths	Use of Fiction Express for KS2 better impact. Whole class reading. RM Maths supported less able KS2 pupils	Whole class reading to be adopted throughout the school. Continue RM Maths	£500
C. Ensure access arrangements are implemented to allow PP children, with SEND to access learning	SEND TA supporting pupils and staff with specific needs	1:1 support linked to Ed psych plans and EHC requirements ensured all pupils accessed KS2 SATs improved results from September Mocks evident.	Continue to support with specialist TA, through the school	£7000 (whole school support)
D. Reduce the attainment gap for PP vs non PP children Nationally in reading, writing and maths across all reported areas	Language development groups  Staff ELKAN training	Attainment and progress evidence shows improvement for specific language development teaching.	Continue to support	£4000 (KS2 children)

### 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
E. Improved parental engagement	Full time Family support worker in post	Case studies shows improvements in attendance and learning.	Continue	£11,400
F. Improve attendance for PP	Full time Family support worker in post	As above	Continue	Included above

## 7. Additional detail

There is a clear financial breakdown of spending, linked to the above. There is also a parent and pupil questionnaire to identify any concerns or support required by PP children and their families – this will feed into activities to support the needs. Wellbeing is also a main priority, this year, linked to children’s perceptions of failure and inability to achieve (see children’s questionnaires)