

Pupil premium strategy statement

1. Summary information						
School	Shortstown Primary School					
Academic Year	2018-2019	Total PP budget	139.920	Date of most recent PP Review	July 2018	
Total number of pupils		Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2019	

EYFS 2018	<i>Cohort- 59 children</i>	<i>National figures 2018</i>	<i>Pupils eligible for PP meeting expected (11 YR pupils – 18.6%)</i>	<i>National figures non PP 2018</i>	<i>Gap PP and National Non PP</i>	
GLD	74.6	71.5%	77.8	74.2%	3.6	
Reading	74.6	77%	63.6	80%		
Writing	76.3	73.7%	63.6	75%		
Numbers	78	79.6%	63.6	81%		
Shape, Space & Measure	76.3	81.7%	63.6	84%		
KS1 2018	<i>Cohort-55 children</i>	<i>National figures 2018</i>	<i>Pupils eligible for PP meeting expected (13 Y1 pupils 23.6%)</i>	<i>National Non PP 2018</i>	<i>Gap PP and National Non PP</i>	
Year 1 phonics	81.9	82	66.7			
KS1 2018	<i>Cohort- 56 children</i>	<i>National figures 2018</i>	<i>Pupils eligible for PP meeting expected (11 Y2 pupils – 19.6%)</i>	<i>National Non PP 2018</i>	<i>Gap PP and National Non PP</i>	
meeting expected in reading	64.3	76	50	79%	-29	
meeting expected in writing	61	68	41.7	72%	-30.3	
meeting expected in maths	71.4	75	58.3	79%	-20.7	
KS2 2018	<i>Cohort- 26 children</i>	<i>National figures 2018</i>	<i>Pupils eligible for PP meeting expected (11 Y6 pupils – 42%)</i>	<i>National Non PP 2018</i>	<i>Gap PP and National Non PP</i>	<i>Progress scores for cohort 2018</i>
achieving in reading, writing and maths	46.2	64	36.4	67%		
meeting expected in reading	54	75	45.5	77%		-0.4
meeting expected in writing	65	78	54.5	81%		0.7
meeting expected in maths	62	76	45.5	80%		-0.5

XXX National Data not available

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Baseline into Preschool and Reception are below and well below, in all areas of the Curriculum	
B.	Progress data affected by pupils entering KS2 with high KS1 which cannot be evidenced	
C.	Severity of SEND needs – diagnosed through educational psychologist and with EHC plans, affecting individual learning and capacity of teachers to provide intervention to PP	
D.	Gap for PP vs non PP Nationally high across all reported areas, starting in EYFS	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Lack of parental engagement to support learning in the classroom and provide aspirations and expectations for attainment	
F.	PP absences higher than non PP (although lower than National average)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the number of PP children achieving GLD	Increase GLD for PP to 65% closing the gap with non PP children 2018
B.	Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Increase number of children achieving 100 or more scaled score in R & M, from 45 to 50%
C.	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.
D.	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 – current 2.35 Reduce the Gap for KS2 writing – current 1.47 Increase number of PP children achieving combined RWM, at KS2 from 36% to 40%
E.	Improved parental engagement	Increased opportunities provided for Parents to attend school to engage in children's learning.
F.	Improve attendance for PP	Attendance figures for PP meet school expectation of 97%
4. Planned expenditure		
Academic year	2018-2019	
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?
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. 2 simple 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	KS, GW	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, GB, KS	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 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	Regular pupil progress meetings with teachers and TAs	DC	Every term through Pupil progress meetings

ii. Targeted support

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?
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	Every term through Pupil progress meetings

B.Improve progress for PP children in KS2 through additional support, regardless of KS1 data	Renew registration to Bug club and RM Maths	to provide further reading and Numeracy opportunities which can be accessed at home with the aim to raise attainment in reading and Maths 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	DC, KS, curriculum 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 Pupil premium key worker project	Attended by KS2 children to develop speech and language and vocabulary to support in all aspects of their learning Children develop relationships and supported with Boxhall criteria to improve	Tracking systems in place	GB HP	Termly tracking of individuals Termly boxhall profile analysis
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?
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 Early Help process.	Case loads and impact linked to referrals	GB, MH	May 2019
F. Improve attendance for PP	Full time Family support worker in post Pupil premium key workers to develop relationships and support emotional needs	To monitor attendance and support families to improve attendance. To create relationships and develop self-esteem and motivation to attend school	Attendance data – weekly Individual key worker files, training and monitoring, pupil feedback	DC, MH	On going

5. 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 and pupil premium project	
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. KS2 average scaled score for R&M for PP increased from 96.5 to over 100	Continue to provide additional support through new Pupil premium project	£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 SEND TA supporting pupils and staff with specific needs	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 Children achieving combined KS2 increased from 13% to 36%	Focus on arithmetic and multiplication tables, change to whole class Maths mastery approach Whole class reading to be developed	£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	Attainment and progress evidence shows improvement for specific language development teaching.	Continue to support with specific intervention for language	£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

6. Additional detail

There is a clear financial breakdown of spending, linked to the above. Pupil Premium project is highlighted in the PP policy.