



Pupil Premium Strategy 2017-2018
Shadwell Primary School
Bramham Shadwell Federation

Amount of PPG received in 2014/15	£15,500
Amount of PPG received in 2015/16	£13,800
Amount of PPG received in 2016/17	£17,160
Amount of PPG received in 2017/18	£13,200

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals. These are referred to as PP children in the commentary.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

The analysis below is based on the most up to date national information we have based on provisional date from the DfE.

Progress from KS1 → KS2 2017– 2018 (DfE performance measures)				
Group	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (2)	+2.7	-6.5 (CI of +8.3) (Skewed data → 1 out of 2 children)	+1.5	50% (Skewed data → 1 out of 2 children)
All other (24)	+1.6	+1.6	+1.8	87.5%
National non-disadvantaged	+0.3	+0.3	+0.3	70.4%
National FSM (2016 – 2017)	-0.7	-0.4	-0.6	47.1%
EVALUATION 2017- 2018				
<p>There were only 2 PP children in this cohort, each being worth 50%. Both children were not home-grown and joined late in KS2. One is marked as vulnerable, with significant CP history.</p> <p>However, in-house tracking for this group shows 100% (both children) made 'Very Good and above' progress in R/W/M by June 2018.</p> <ul style="list-style-type: none"> • Reading: Disadvantaged pupils outperformed Non-FSM pupils. • Writing: the percentage is skewed due to the incredibly small number of PP children in this cohort. • Maths: Disadvantaged children made greater progress than their non-disadvantaged peers. 				

Progress from KS1 → KS2 2016 – 2017 (DfE performance measures)				
Group	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (2)	+0.6	-1.45	+0.23	50%
All other (27)	+4.27	-4.46	+1.23	83%
National non-disadvantaged	+0.33	+0.17	+0.28	NA
National FSM (2015 – 2016)	+0.33	+0.12	+0.24	67% (2017)

EVALUATION 2016 - 2017

- Reading: Disadvantaged pupils did not perform as well as Other pupils however they did make more progress than national (compared to 2015 – 2016 data)
- Writing: Disadvantaged children made stronger progress than their non-disadvantaged peers. This was less progress than national however. The very small number of FSM children should be taken into account – both were on the SEND register.
- Maths: Disadvantaged children did not make as much progress as Other children however this was broadly in line with national (2015 – 2016 data)
- R/W/M attainment: Our FSM children did not make as much progress as the 'Other' group or in comparison to national. The very small number of FSM children should be taken into account – both were on the SEND register.

Progress from KS1 → KS2 2015 – 2016 (DfE performance measures)				
Group Cohort (29)	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (4)	+4.89 (-1.26 - +11.04)	-2.99 (-9.15 - +3.18)	+0.58 (-4.65 - +5.81)	75%
All Other (24)	+2.08	-3.27	1.71	69%
National FSM (2015 – 2016)	+0.33	+0.12	+0.24	60%

EVALUATION 2015 - 2016

- Reading: Disadvantaged pupils made greater progress than their non-disadvantaged peers. This was significantly more than National.
- Writing: Disadvantaged pupils made better progress than their non-disadvantaged peers. This was less than National. (NB Writing was moderated by LA)
- Maths: Disadvantaged children made slightly less progress than their non-disadvantaged peers but better progress than National.
- R/W/M attainment: A larger % of children attained the expected standard in R/W/M combined than their non-disadvantaged peers and than National.

School Tracking Data 2017-18

7.02% of school are FSM	Year 6 PP % ARE 2017-18 2 PP children in Y6 Both school joiners 1 vulnerable (CP)	Whole School PP % ARE 2017-18	Whole School PP % ARE 2016-17	Gap Closing in 2017-18?
Maths	100%	83.83% ←	77.78%	✓ Increase of 6.05%
Reading	100%	83.83% ←	77.78%	✓ Increase of 6.05%
Writing	50% → skewed data 2 PP worth 50% each.	75% ←	66.67%	✓ Increase of 8.33%

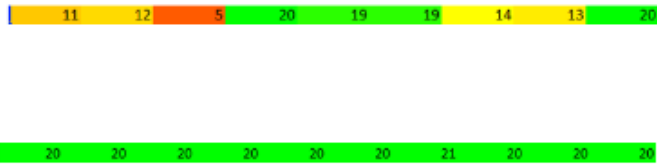
EVALUATION NOTE:

- Pupil Premium children (14) make up only 7.09% of the school population.
- 21.4% of PP children are also on the SEND register and although are included in whole school data, also have their own specific tracking for progress when necessary.
- A further 21.4% are listed as Vulnerable.
- SEND / Vulnerable combined is 42.8% of PP children at Shadwell.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact:
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<p>Play therapy</p>	<p>1 x session x 36 weeks (2 children).</p> <p>Predicted spend: £634.32</p>	<p>Continued</p>	<p>Specific and bespoke for children who had experienced trauma</p>	<p>Monitoring by DHT and class teacher, along with talk time (below) will demonstrate increased capacity for dealing and coping with everyday life and changes to family situation.</p>	<p>Class teacher and DHT (+external)</p>	<p>Therapy has meant that children have developed their own metacognition and developed strategies to help them engage in learning despite circumstances outside of the school setting. An example of progress during this year is as follows:</p> <p>Reading: 7 points Writing: 9 points Maths: 7 points</p>
<p>'Talk time'</p>	<p>(2 hours per child per week week)</p> <p>10 hours TA time = £259.20 x 3 children</p> <p>Predicted Spend = £777.60</p>	<p>Continued</p>	<p>Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.</p>	<p>Children are ready for learning and being able to concentrate in lessons</p>	<p>All children's discussions are logged in a book and any issues arising are reported to SLT / DSL. Children are monitored via successful learning behaviours displayed in class.</p> <p>Class teachers to monitor and feedback in termly accountability meetings/</p>	<p>Talk time continues for most vulnerable children and is logged → Immediate and appropriate action is taken as necessary.</p> <p>Improved Metacognition for PP children. Self-Regulation is applied by vulnerable PP children with increasing independence to ensure maximum learning time is accessed.</p>

<p>Memory Matters</p>	<p>Resources / TA training £100</p>	<p>Continued</p>	<p>Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes) All Year groups</p>	<p>This will support children in developing their learning as it increases recall and attention.</p>	<p>DHT (SENDCo) Pupil Progress meetings Pupil premium governor (termly).</p>	<p>Children received this intervention in isolation and via strategies embedded into the curriculum to support PP pupils.</p> <p>This had a significant impact on Pupil Progress during the course of the Year with 83.33% of PP children making 'Good and Above' progress in Reading Writing and Maths combined on the in-house school tracking system.</p> <p><i>It is also important to reference SEND / Vulnerable combined is 42.8% of PP children at Shadwell.</i></p>
<p>Fluency Reading Programme.</p>	<p>(TA 2hr x 40 weeks) Predicted spend = £648</p>	<p>New</p>	<p>TA led intervention programme (one to one) for children identified as falling below expected 90 word per minute count which is holding them back → research shows that poor fluency limits understanding.</p>	<p>Accelerated progress to align children to peers.</p>	<p>(SENDCo) Pupil Progress Meetings Class Teachers AHT</p>	<p>On average, 83.72% of the FSM children who received these reading programmes made 'Very Good and above' progress in June 2018.</p> <p>Teachers reported that reading fluency led to increased engagement in Reading for Pleasure.</p>

<p>Reading Inference Training for TAs</p>	<p>2 TAs x 2 hours each week for FSM Group from Y3-6 (12 Weeks)</p> <p>Predicted Spend = £432</p>	<p>New</p>	<p>AHT Support Training from the LA</p> <p>TA Led Interventions in School</p>	<p>Accelerated progress to align children to peers.</p> <p>Increased engagement in reading for pleasure (witnessed by Teachers in class).</p> <p>Increased participation in Whole Class Reading lessons.</p>	<p>AHT / English Leader</p>	<p>A Year 6 Reading Challenge using these Reading Inference Strategies meant that 53.84% of PP achieved a Greater Depth reading result in their SATs.</p>
<p>English Interventions By TAS:</p> <p>spelling intervention KS2</p> <p>phonics intervention</p> <p>handwriting</p> <p>Daily reading intervention</p>	<p>2 x week x 15 mins x 2 children → £320</p> <p>25 minutes x 5 days → £525</p> <p>2 x week x 15 mins x 1 child £160</p> <p>90 minutes per week x £518</p> <p>Predicted Spend = £1523</p>	<p>Continued</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p> 	<p>Class teachers SLT</p>	<p>Year 1 PP children Phonics: 100% of FSM children passed phonics screening at end of Year 1.</p> <p>In-house ranked assessments show progression in Spelling.</p> <p>PP are achieving higher scores; e.g. on weeks where FSM achieve 1000 points, Spelling results are >18/20 <i>See coloured score strip below.</i></p> <p>PP children are using strategies implemented to self-correct and self-edit work with increasing independence; improved metacognition is</p>

						<p>demonstrating that Bramham is helping PP children to embed characteristics that will support their future success.</p> <p>PP Children reaching ARE in Reading: 83.33 (+5.5%) PP Children reaching Are in Writing: (+8.33%) Y6 PP Reading Results: 100% Y6 PP Writing Results: 100% Y6 PP GPS Results: 100%</p>
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Maths Y6	<p>1 hour week x 2 children (Jan – May)</p> <p>£8.82 x 20 weeks (Approx)</p> <p>Predicted Spend = £176.40</p>	Continued	Year 6 FSM Maths Tutoring (after school → additional to whole class boosting)	FSM children are able to access the Year 6 Curriculum and begin to close the gaps through mathematical fluency and increased language / understanding for reasoning.	AHT Maths Leader	<p>100% met the expected standard at the end of Year 6.</p> <p>One child reached GD level making 9 Points (Exceptional) Progress while the other made 7 Points ('Very Good) Progress.</p> <p>Using Maths Mastery 'Same Day' interventions and Booster sessions has closed the gap for these children in order for them to successfully access the Year 6 curriculum, preparing them for the transition to High School.</p>
TA deployment to improve and develop Maths Mastery support throughout years 1 - 6	<p>1 afternoon per week (2.25 hours) x 40 weeks</p> <p>Predicted Spend = £770</p>	Continued	All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions	<p>All TAs trained in Maths Mastery - Same day intervention running from September 2017 and pre-teaching running during Term 3 2017.</p> <p>TAs PM to incorporate accountability for intervention progress from Oct 2017.</p>	<p>Training and recap of Maths Mastery for all TAs – September 2017.</p> <p>Maths Subject Leader.</p>	<p>91.67% of FSM children made 'Very Good or above' progress by June 2018 (an increase of 36.11%) demonstrating that the gap is closing.</p>

<p>Spellodrome</p>	<p>Predicted spend = £600 + £150 Re-launch Training and Assembly</p>	<p>New → Relaunch</p>	<p>Following an analysis of school in-house data and writing moderation, whole school drive for improved spellings to impact on writing results. Spellodrome resources / monitoring / staff training.</p>	<p>Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap.</p>	<p>Z. Pickard – AHT Class teachers</p>	<p>In-house tracking data has seen the gap closing further with an increased % of children achieving ARE in all year groups by 8.33%</p> <p>Spellodrome was re-launched for 2017 – 2018 with further training for staff members.</p> <p>PP children were provided with the opportunity to access this resource in after school and lunchtime clubs.</p>
<p>Cost of English leader / AHT out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers</p>	<p>1 morning per week Predicted Spend = £4,200</p>	<p>Continued</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from AHT with PP groups / classes not making adequate progress.</p> <p>AHT to request data / books / information about FSM children during work scrutiny and this is tracked</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by the AHT alongside class teachers to ensure that gaps between FSM and Non-FSM children are closing.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p>Monitoring PP children on a termly basis for English e.g.</p> <p>Reading 2017-18 December: 4 points progress expected FSM = 100% Non FSM = 92.59%</p> <p>April: 5 points expected FSM = 100% Non FSM = 97.53%</p> <p>Writing 2017-18 December: 4 points progress expected FSM = 91.67%</p>

			over the year etc.			<p>Non FSM = 88.89%</p> <p>April: 5 points expected FSM = 91.67 Non FSM = 88.89%</p> <p>Term 3 shows a dip in performance for PP children in Reading and Writing. However, the number of children meeting ARE in Reading has increased from 77.78% (July 2017) to 83.33% (July 2018) and Writing has increased from 66.67% (July 2017) to 75% (July 2018).</p>
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Subsidy of trips to support learning and ensure progress in the wider curriculum	Predicted spend = £500	Continued	All year groups throughout school can approach and request support for funding trips. Equality of opportunity	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT Monitored by class teachers	All pupil premium children attended all school trips and residential. Each child was able to access the learning in the wider curriculum as a result of these enriched curriculum opportunities and reports from children and teachers were highly positive regarding engagement in learning during and afterwards.
Subsidy of Residential equipment / clothing for residential.	Predicted spend = £650 <i>Aim to secure £50pp Deposit</i>	Continued	Y6 PP Children x 4	Increases the opportunities for children on pupil premium to experience wider curriculum enrichment and social engagement to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator) Monitored by Class teacher – brief verbal report to SLT about the impact and successes of the trip.	All pupil premium children attended residential. Necessary clothing was bought to ensure children were prepared for inclement weather. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive regarding their engagement in learning during and after the trip. Vital social skills were embedding and children were able to engage with their peers and challenge themselves in a safe environment.
NEET and Attendance Officer (targeted)	£500 (estimated)	No	All children in all year groups	Support to families who struggle to ensure a	EHT (Designated CP officer)	Attendance for PP children increased from 92% to

services)	cost)			timely arrival at school and / or those with attendance below 90% (school threshold 95%). Increased attendance at school will benefit children's learning	Senior Administrators	94.73%.
2017-18 PP Grant = £13,200	Total Predicted Spend: £13,184.32					