



Pupil Premium Proposed and Evaluated Strategy 2018-19
Shadwell Primary School
Bramham Shadwell Federation



Amount of PPG received in 2017/18	£13,200
Amount of PPG received in 2018/19	£11,800

Overview:

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 shows the most up to date national information we have based on provisional data from the DfE for 2017-18 for PP.

An analysis of data for 2018-19 will be added to the evaluation of this document alongside the actual impact of PP spending on outcomes.

2018-19 Data

Progress from KS1 → KS2 2018– 2019 (DfE performance measures)				
Group Cohort 24 PP	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (0)				
All other (24)				
National non- disadvantaged				
National FSM (2018 – 2019)				
EVALUATION 2018- 2019				
No PP children in this year group in 2018-9				

Barriers to learning for PP children (including HA pupils)	Evidence for the Bramham Shadwell Federation proposals in order to reduce and / or remove this barrier:
Poor oral language skills slow reading and writing progress in subsequent years.	To accelerate progress, bespoke training for the Federation staff members in EYFS, KS1 and KS2 will be delivered to ensure that interventions are timely, purposeful and adapted to meet the needs of the child. Stimulating areas of provision and ‘Hot Spot’ talking points in the classroom, alongside increased Speaking and Listening expectations and exciting vocabulary tasks in EYFS will counteract poor oral language from entry. Modelling from English Subject Lead will support Teachers and Teaching Assistants with embedding high expectations Speaking and Listening through rich and varied tasks in all areas of the curriculum. Further training for staff about Progressive Language Structures will ensure that language is developed explicitly. This will have a positive impact on Reading and Writing outcomes. The Education Endowment Foundation (EEF) reports that oral and language interventions have an impact of +5 months and that Early Years interventions have an impact of +5 months.

<p>Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.</p>	<p>Regular opportunities for cultural enrichment and specific curriculum visits / experiences will be funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group in both the wider curriculum and core subjects. SMSC questions and challenges that are interwoven throughout the curriculum, alongside the weekly Ethos Statement and discussions focused on current affairs will provide children with a wider understanding of the world around them. They will then be able to recall this background knowledge in order to help them understand concepts in the National Curriculum. The Education Endowment Foundation (EEF) reports that outdoor and adventure learning has an impact of +4 months.</p>
<p>Previous limited progress and / or attainment is often indicated by internal data for PP children. Gaps in knowledge could be due to a lack of regular routines including home reading, homework, and spellings and having correct equipment (e.g. PE kit).</p>	<p>Accelerated progress for PP children will be a continued focus for 2018-19; those children falling behind the expected 7 points progress in 2017-18 will be targeted to make additional points where required. Interventions (including additional daily reading) and rigorous monitoring of these children at pivotal points throughout the year will continue for 2018-19.</p> <p>Homework club afterschool each week, Same Day Intervention for consolidation and lunchtime sessions for children to access resources e.g. Laptops for Spellodrome will ensure that PP children are receiving the same rigor and accessing the same resources as their peers.</p> <p>The Education Endowment Foundation reports that homework has an impact of +2 Months and that extending the school day (e.g. an extra hour of homework club) and that digital technology (such as using Spellodrome for Spelling homework) has an impact of +4 months.</p>
<p>Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.</p>	<p>Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop Metacognition so that PP children recognise their personal feelings, emotions, motivating factors and barriers. Further training will ensure that all staff members have sufficient knowledge to embed these strategies. The top two Education Endowment Foundation Recommendations for Metacognition are as follows: 1: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge; 2: Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. The Education Endowment Foundation reports that Metacognition and Self-Regulation has an impact of +7 Months.</p>
<p>Evidence shows that children from disadvantaged backgrounds have limited vocabulary.</p>	<p>To promote social mobility, vocabulary development is an explicit focus throughout the whole curriculum. Evidence reports that there is a difference between those children who are "word-poor" and "word-rich" in terms of their success at school and in future life. The vocabulary gap is concerning because it is associated with narrowing future outcomes for PP children, including education and employment but also physical and mental health. (Ref: Closing the Vocabulary Gap, Alex Quigley, ISBN: 9781138080683).</p>

External Barriers to learning for PP children (including HA pupils)	Desired Outcome as a result of PP Spending
Attendance for PP children is lower than that of Non-PP children.	Increased attendance rates for pupils eligible for PP. Attendance strategies are in place.
Lack of engagement with school from some parents / carers, and their perceptions of education.	Parents are more engaged and involved in their child's learning. Children can be more effectively supported at home. Teachers provide information for parents to support children and regular conversations monitor impact. Workshops are part of school provision for parent / carers and the website outlines how their child can be supported in a dedicated section. Star of the Week Assembly and Progress Cafés throughout the year provide opportunities for parents to share their child's success.
Low aspirations about what can be achieved and how to be successful and limited access to positive role models	Curriculum Launch days, visits and visitors provide opportunities for children to access 'the wider world' being inspired by people who talk about careers in lessons. The ETHOS of the curriculum develops metacognition so that children understand how they learn which prepares them for future education. Motivational rewards focus on effort and develop a sense of pride in children.
Low income results in children missing vital opportunities and experiences to enrich their lives.	PP spending supports children whose parents require additional help with the cost of visits, visitors and residential.

EVALUATION NOTE:

Pupil Premium children make up 8% of the school population.

13% of the PP children are also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary.

60% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings.

Proposed Area of Spending:	Amount allocated to removing the barrier / closing the gap:	New (N) or Continued (C) provision:	Action / Intervention Summary:	Specific intended outcomes:	Monitoring of Impact:	Actual Impact → Closing the Gap
Writing and Speaking and Listening EEF evidence of impact: Feedback → +8 months progress; Digital Technology (such as using Spellodrome for Spelling homework) +4 months progress; Phonics +4 months progress; Oral Language interventions +5 months progress; Phonics (for writing) +4 months progress.						
Cost of English leader / AHT out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers.	AHT support 1/ 2 morning per week	C	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. AHT to request data / books / information about FSM children during work scrutiny and this is tracked over the year etc.	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.	EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.	The gap between FSM and non-FSM pupils in writing progress decreased from 11.67% in 2017-8 to 9.2% in 2018-9. Internal data demonstrates that in Y2 100% of PP children achieved “expected and above” in reading and demonstrated progress that was “very good and above.”
Support for NQTs / Year 6.	Predicted Spend = £2,100	N	Close mentorship of the Y6 Teacher in order to ensure high standards throughout the year.	Close mentorship and support to accelerate progress for PP children with a specific focus on expected outcomes at end of Key Stage.	AHT - weekly	There were no PP children in Y6 this year. In Y2 100% of the PP children demonstrated progress that was “very good and above in writing.”

Spellodrome	Annual Re-launch / Training for new members of staff Predicted Spend = £100	C	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.	Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap.	Z. Pickard – AHT Class teachers	Internal moderation continues to show consistently high standards in the delivery of teaching spelling rules / patterns. Feedback from teachers evidences that Spellodrome has been a positive element of English teaching and homework provision. 100% of children passed the Y1 phonics test, including 3 PP children.
Spelling interventions	(TA x 30 mins x 36) £158.58 x 2 TAs Predicted Spend = £317.16	C	TA Led Programme for children who are struggling to keep up with increased expectations of spelling within the English Curriculum.	Accelerated progress to align children to peers. Greater recall of spelling rules and application of accurate spelling for Common Exception Words / High Frequency Words and Statutory Word Lists within books.	AHT / English Leader	Teacher feedback evidenced that this intervention was effective in supporting children's learning. 71.43% of PP children demonstrated "expected and above" progress in both reading and writing. 78.57% achieved "expected or above" in reading.
English Interventions By TAS: spelling intervention KS2	2 x week x 15 mins → £158.58	C	Relevant PP children in all year groups	Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings	Class teachers SLT	Reading Achievement Intervention data demonstrates: Intervention 1 - 94.12% achieved "expected or above" Intervention 2 - 100% achieved "expected or above"

<p>phonics intervention</p> <p>handwriting</p>	<p>15 minutes x 5 days → £396.45</p> <p>2 x week x 15 mins → £158.58</p> <p>Predicted Spend = £713.61</p>					<p>Intervention 3 - 92.86% achieved "expected or above"</p>
<p>Vulnerable / Greater Depth Debate Project +</p> <p>Language Champions</p>	<p>Training £200 Entry to competition £35 per Team x 2, + £30 Minibus Predicted Spend = £300</p>	<p>C</p> <p>N</p>	<p>Speaking and Listening is promoted alongside actions in order to improve literacy skills. Language is explored explicitly from EYFS → Y6</p>	<p>Children will make accelerated progress and close the gap further moving closer towards ARE in Writing.</p>	<p>AHT English Leader Debate Leader</p>	<p>CPD for all staff was delivered in this area and the school recognizes the critical importance of developing speaking and listening skills. Staff prioritise speaking and listening skills, developing vocabulary and challenging pupils to use technical and creative language. In Y2, 100% of PP children demonstrated progress that was "very good and above" in writing.</p>

Reading

EEF evidence of impact: Reading Comprehension strategies +6 months progress; Phonics (for reading) +4 months progress.

<p>Cost of English leader / AHT out of class for training sessions and feedback to teachers.</p>	<p>1/2 morning per week → £2100</p>	<p>C</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 over the year etc.</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>100% of the PP children achieved a pass in the Y1 Phonics. Internal tracking demonstrates that in reading 78.57% of PP children achieved “expected and above” and that 71.43% made progress that was “very good or above.”</p>
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<p>Fluency Reading Programme.</p>	<p>(TA 2hr x 36 weeks)</p> <p>Predicted spend = £634.32</p>	<p>C</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>Training delivered to ensure that TAs are confident and effective when carrying out this intervention. Reading Intervention data: Intervention 1 – 94.12% achieved “expected or above.” Intervention 2 – 100% achieved “expected or above.” Intervention 3 – 92.86% achieved “expected or above.”</p>
<p>English Interventions By TAS: Daily reading intervention</p>	<p>75 minutes per TA → x 3 TAs x 36 weeks</p> <p>Predicted Spend = £1,585.80</p>	<p>C</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>Daily reading intervention is prioritized and consistent; TAs ensure that this is a quality experience in a quiet environment, enabling pupils to focus. Reading Intervention data: Intervention 1 – 94.12% achieved “expected or above.” Intervention 2 – 100% achieved “expected or above.” Intervention 3 – 92.86% achieved “expected or above.”</p>

<p>Reading Inference Training for TAs</p>	<p>2 TAs x 2 hours each week for FSM Group from Y3-6 (12 Week Programme x 3 terms) £1268</p> <p>Training ½ day for new TAs = £120</p> <p>Predicted Spend = £1388.64</p>	<p>Continued</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>CPD was provided for all TAs to equip them with the skills to deliver focused and purposeful inference work with children. 100% of PP children in Y2 demonstrated progress in reading that was “very good and above.” 100% of PP children in Y2 also demonstrated achievement that was “expected and above.” Reading for pleasure is evident in every class in the school – children enjoy their class texts and their individual reading books. In Y6 the Reading Challenge is embraced with enthusiasm and positivity by all children.</p>
<p>Maths</p>						
<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Mastery Same Day Intervention</p>	<p>Predicted Spend = £528.60 for TA delivery</p>	<p>C</p>	<p>PP children requiring Booster in Y2 / Y6 to be identified January 2019.</p>	<p>All new TAs trained in Maths Mastery. Maths Leader support for TAs through expectations of Teacher → TA observations.</p>	<p>Maths Subject Leader / Teachers</p>	<p>Maths mastery training has been given to all TAs to enable them to support teaching. Further mastery training also given to teachers to ensure that high expectations are communicated to all TAs.. In Y2, 100% of PP children demonstrated achievement that was “expected and above.”</p>

Barriers related to Socioeconomic Status (SES)						
Memory Matters	Resources / TA training £100	C	Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes) All Year groups	This will support children in developing their learning as it increases recall and attention.	DHT (SENDCo) Pupil Progress meetings Pupil premium governor (termly).	Children received this intervention via strategies embedded into the curriculum to support PP pupils. The impact of this can be seen in our Y2 PP pupils, 100% of whom demonstrated progress that was "very good and above" in reading and writing. It is important to reference the vulnerable nature of the PP children (60%.)
Subsidy of trips to support learning and ensure progress in the wider curriculum	Predicted spend = £500	C	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	4 PP children benefitted from payment support with residential trips. Payment support is always offered where appropriate, meaning that each child was able to access the learning in the wider curriculum as a result of these enriched curriculum opportunities. Reports from children and teachers were highly positive regarding engagement in learning during and afterwards.
Subsidy of Residential + equipment /	Predicted spend = £600	C	Y5 and Y6 (4 PP children)	Increases the opportunities for children on pupil premium to experience wider curriculum	FBM and EHT	Appropriate support is offered to PP children and their families to ensure that they benefit from the

clothing for residential.				enrichment and social engagement to ensure they are included in activities which will have follow-up work.	(including Senior Administrator) <i>Monitored by Class teacher – brief verbal report to SLT about the impact and successes of the trip.</i>	wider curriculum and are able to participate and engage fully. Vital social skills were embedded and children were able to engage with their peers and challenge themselves in a safe environment.
NEET and Attendance Officer (targeted services)	Predicted Spend = £500 (estimated cost)	C	All children in all year groups.	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% Increased attendance at school will benefit children's learning.	EHT (Designated CP officer) Senior Administrators	Attendance for the PP children was 92.2%. Good attendance is strongly encouraged and given a high profile; class attendance is rewarded in celebration assemblies each week.
'Talk time'	30 minutes per week x 2 TAs → Predicted Spend = £317.16	C	Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.	Children are ready for learning and being able to concentrate in lessons	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. Class teachers to monitor and feedback in termly accountability meetings.	Class teachers report positive results from Talk Time in terms of PP children's emotional health and attitude to learning. Teachers report that Talk Time impacts self-esteem and well-being, resulting in children developing a positive attitude towards themselves and towards learning. Peter Marsh (Ofsted inspector) and Kath Atkins (SIA) visited the school in July 2019; both commented on the behavior exhibited by pupils in the school and

						rated this as Outstanding in the NOVAC document.
Total proposed spending 2018-19: £11,735.29						