



**Pupil Premium Proposed and Evaluated Strategy 2019-20**  
**Shadwell Primary School**  
**Bramham Shadwell Federation**



<b>Amount of PPG received in 2019/20</b>	<b>£19,420</b>
<b>Amount of PPG received in 2018/19</b>	<b>£11,800</b>

**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.

This is particularly important in the current context as school closures are likely to have widened the gap between disadvantaged children and their peers. Estimates for the rate of gap widening vary substantially, from 11% to 75%. (EEF Rapid evidence assessment, Impact of school closures on the attainment gap.) Our proposed PP strategy is in line with our Federation document, "Strategic Recovery of Learning 2020" and aims to support our most vulnerable children through their return to school and the year ahead.

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) and the children of armed service personnel are also eligible for this increased funding.

It is usual practice for us to add analysis of data for 2019-20 to the evaluation of this document alongside the actual impact of PP spending on outcomes. Last year, due to COVID 19 we were not able to draw upon our usual internal and external data but used our internal end of year data which was based upon report levels and was drawn up by teachers using their own assessment, feedback from lockdown work submitted and telephone conversations with children and parents. In 2020-21 we will continue to gather internal data and will use any external data available, depending upon circumstances.

2019-20 Data Not available

Progress from KS1 → KS2 2019– 2020 (DfE performance measures)				
Group Cohort 30 PP	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (4)				
All other (16)				
National non- disadvantaged				
National FSM (2018 – 2019)				
<b>EVALUATION 2020- 2021</b>				

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.	<p>To accelerate progress, bespoke training for the Federation staff members in EYFS, KS1 and KS2 continues to be delivered to ensure that interventions are timely, purposeful and adapted to meet the needs of the child. Stimulating areas of provision and talking points in the classroom, alongside meaningful speaking and listening expectations and exciting vocabulary tasks in EYFS aim to counteract poor oral language from entry. Modelling from the English subject leader will support Teachers and Teaching Assistants with embedding high expectations for speaking and listening through rich and varied tasks in all areas of the curriculum. Ongoing training in English will ensure that language is developed explicitly with an emphasis upon vocabulary and detailed delivery in reading lessons.</p> <p>This will have a positive impact on Reading and Writing outcomes. The <b>Education Endowment Foundation (EEF) reports that oral and language interventions have an impact of +5 months. Evidence demonstrates</b></p>

	<b>that all pupils appear to benefit with a slightly greater impact upon younger children and pupils from disadvantaged backgrounds (up to six months' additional progress.)</b>
Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Regular opportunities for cultural enrichment and specific curriculum 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 which provide children with a wider understanding of the world around them. We aim for PP pupils to recall this background knowledge in order to help them understand concepts in their learning across the curriculum. <b>The Education Endowment Foundation (EEF) reports that outdoor and adventure learning has an impact of +4 months.</b>
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).	Accelerated progress for PP children will be a continued focus for 2019-20; those children falling behind the expected 7 points progress in 2018-19 will be targeted to make additional points where required. Interventions (including additional reading) and monitoring of these children at pivotal points throughout the year will continue for 2019-20. Homework club after school each week, same day intervention for consolidation and lunchtime sessions for children to access resources will ensure that PP children are receiving similar support and resources as their peers. <b>The Education Endowment Foundation reports that homework and extending the school day (e.g. an extra hour of homework club) each have an impact of +2 Months. Evidence suggests that the use of digital technology (such as using Mathletics for homework) has an impact of +4 months.</b>
Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.	Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop metacognition to help PP children recognise their emotions, motivating factors and barriers. Further training will ensure that all staff members have sufficient knowledge to embed these strategies. (Staff meeting 12.2.2020) <b>There is extensive evidence (EEF) that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. It appears that these approaches are particularly effective upon low achieving and older pupils and are specifically beneficial for pupils from low income families.</b>
Evidence shows that children from disadvantaged backgrounds have limited vocabulary.	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).

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 provides information to help parents support their children. Star of the Week Assemblies and Progress Cafés throughout the year provide opportunities for parents to share their child's success. <b>The EEF has found little robust evidence but some studies suggest an impact of +3 months. We are committed to building positive relationships with parents and working in partnership as we believe that this does have a beneficial impact upon all involved.</b>
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 these experiences. The ETHOS of the curriculum develops metacognition so that children understand how they learn which prepares them for future education. A clear and embedded reward scheme enables children to give maximum effort and develop a sense of pride in their work.
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 6.7% of the school population. (208 on roll, 14 children.)

21% 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. (19 children on register, 3 PP, so 16% of our SEND children are also PP)

71% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings. (10 children)

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
<b>Writing and Speaking and Listening</b> <b>EEF evidence of impact: Feedback → +8 months progress; Digital Technology (such as Wordshark) +4 months progress; Oral Language interventions +5 months progress; Phonics (for writing) +4 months progress.</b>						
Cost of English leader out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers.	English Leader 1/ 2 morning per week	C	All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.  AHT to request updates and information about PP children throughout the year etc. English Leader includes PP children in work scrutiny.	Gaps will be identified and explicit provision for PP children outlined by SLT 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.	<i>Training delivered in September 2019 INSET</i>  <i>13 out of the 14 PP children achieved or exceeded their progress target in writing. 2 children achieved Greater Depth in writing. 2 of the 3 SEND children achieved their targets.</i>
Support for Year 6.	<b>Spend = £3500</b>	C	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.	SLT - weekly	<i>Progress in Writing for Y6 PP children: 2 exceeded their progress targets. 2 met their progress targets. The Y6 teacher reported that the return to school had been positive for these children in helping them to achieve their academic potential.</i>

Alpha and Omega	<p>Launch and training for teachers and TAs</p> <p><b>Spend = £400</b></p>	N	<p>Following analysis of SEND provision, this intervention has been launched to target children who are struggling to progress.</p>	<p>Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children grow in confidence and are more able to access learning across the curriculum. Gaps between PP and Non-PP children close.</p>	<p>SENCO SLT Class teachers and TAs</p>	<p><i>Training session delivered 29.1.20</i></p> <p><i>Progress of these PP children in writing: The 3 Y2 PP children achieved their writing progress targets. Of the 2 Y4 pupils, 1 achieved his writing progress target. This pupil had a very challenging year in terms of his mental health and experienced an extremely difficult lockdown. The other Y4 PP pupil made 4 points progress in the Autumn Term. He found it very difficult to work at home during lockdown and struggled to make further progress. This pupil has significant SEND. Despite these challenges, he only missed his progress target by 1 point.</i></p>
Wordshark	<p>Launch and training for members of teaching staff</p> <p><b>Spend = £200</b></p>	N	<p>Following analysis of SEND provision, this intervention has been launched to target children who are struggling to progress.</p>	<p>Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children can access Wordshark at home, enabling parental engagement where possible; alternatively it can be accessed at school. Gaps between PP and Non-PP children close.</p>	<p>SENCO SLT Class teachers</p>	<p><i>Training session delivered 29.1.20</i></p> <p><i>No PP children had been selected for Wordshark before we went into lockdown and so no PP money was used for this intervention.</i></p>

<p>Spelling interventions</p>	<p>(TA x 30 mins x 36) £158.58 x 2 TAs</p> <p><b>Spend = £500</b></p>	<p>C</p>	<p>TA led programme for children who are struggling to keep up with increased expectations of spelling within the English Curriculum.</p>	<p>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. TAs give specific input and feedback to individuals in these small groups.</p>	<p>AHT / English Leader</p>	<p><i>Teacher feedback evidenced that this intervention was effective in supporting children's learning and building confidence and independence. 13 of the 14 PP children achieved or exceeded their progress target in writing. 2 children achieved Greater Depth in writing.</i></p>
<p>English Interventions By TAS:</p> <p>S&amp;L Intervention</p> <p>Phonics booster</p>	<p>15 minutes x 5 days → £200</p> <p>15 minutes x 5 days</p> <p><b>Spend = £1000</b></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><i>The PP progress data evidences the progress made by the children across their writing development. 13 of the 14 children achieved or exceeded their writing progress targets.</i></p>
<p>Vulnerable / Greater Depth Debate Project +</p> <p>Language Champions</p>	<p>Training £200 Entry to competition £50 per Team x 2, + £50 Minibus</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 with an emphasis upon vocabulary and detailed reading skills.</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><i>The school continues to emphasise the importance of this area through English CPD and participation in the Language Champions project. All staff work to develop speaking and listening skills, to expand children's vocabulary and to encourage children to</i></p>

	<b>Spend = £300</b>					<p><i>think about the meaning of words.</i></p> <p><i>No PP children attended LC this year, therefore the project was funded from an alternative budget.</i></p>
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### 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 → <b>Spend = £3500</b></p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.</p> <p>AHT to request updates and information about FSM children throughout the year etc. English Leader includes PP children in work scrutiny.</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by SLT alongside class teachers to ensure that gaps between PP and non-PP children are closing.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p><i>The school places emphasis upon the importance of phonics in the EY and KS1. Sessions are taught daily with a clear focus and strategy. A Year 1 workshop was held for parents to share our approach and to enable parents to support this at home.</i></p> <p><i>9 out of the 14 PP children achieved or</i></p>
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						<p><i>exceeded their progress target.</i></p> <p><i>2 of these 9 pupils achieved Greater Depth in reading.</i></p> <p><i>Of the 5 children who missed their target, 4 missed it by 1 point only. 3 of these were in KS1 where the loss of phonics teaching, due to lockdown, made a significant impact.</i></p> <p><i>1 KS2 pupil missed his target by 1 point.</i></p> <p><i>The other pupil has significant SEND and benefits from regular input with reading; the impact of lockdown is seen most significantly in his reading development.</i></p>
Fluency Reading Programme.	<p>(TA 2hr x 36 weeks)</p> <p><b>Spend = £900</b></p>	C	<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>SENCO SLT Class Teachers</p>	<p><i>Teachers work closely with TAs to ensure that they are confident in carrying out this intervention.</i></p> <p><i>Teachers report that TAs work effectively with children and enable them to grow in skill and confidence.</i></p> <p><i>Unfortunately the intervention was only carried out until March due to the lockdown and so the full impact was not realized.</i></p>

<p>English Interventions By TAS:</p> <p>Daily reading intervention</p>	<p>75 minutes per TA → x 3 TAs x 36 weeks</p> <p><b>Spend = £1,700</b></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><i>Daily reading continues to be a priority throughout school. TAs work closely with teachers to ensure a suitable level of material and links with the curriculum.</i></p> <p><i>PP children reading data appears to indicate that this is the area that was most impacted by lockdown. Whereas interventions were implemented until March, the children's' experiences in lockdown were varied and some made little or no additional progress from this point.</i></p> <p><i>7 of the 14 children made 2 points or less progress from December to Summer. All of the children had made at least 2 points progress in their first term, including one pupil who had arrived in October working well below expectations.</i></p>
<p>Reading Inference Training for TAs</p>	<p>2 TAs x 2 hours each week from Y3-6</p> <p>(12 Week Programme x 3 terms) £1400</p>	<p>C</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>AHT / English Leader</p>	<p><i>Teachers work closely with TAs to ensure that inference skills are taught effectively.</i></p> <p><i>Reading for pleasure is evident in every classroom – children enjoy using their reading areas which teachers create to be attractive and</i></p>

	<p>Training ½ day for new TAs = £150</p> <p><b>Spend = £1550</b></p>			<p>Increased participation in whole class reading lessons.</p>		<p><i>safe places to read. Children also demonstrate great pleasure when voting for their class text and sharing this every day. In Y6 the children embrace their reading challenge with enthusiasm and positivity, widening their experience of genres and authors and engaging in critical thinking as they compare and contrast texts.</i></p> <p><i>Reading was prioritized in our home learning packs and videos, however the children's results indicate that the level of support at home was a crucial factor in achieving progress.</i></p>
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**Maths**

<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Mastery Same Day Intervention</p>	<p><b>Spend = £2000 for TA delivery</b></p>	C	<p>PP children requiring Booster in Y2 / Y6 to be identified January 2020.</p>	<p>All new staff trained in Maths Mastery. Maths Leader support for staff through lesson observations, work scrutiny and detailed feedback.</p>	<p>Maths Subject Leader / Teachers</p>	<p><i>Training delivered in September 2019 INSET. The maths leader gave updates to teachers throughout the year in staff meetings to ensure consistently high standards.</i></p> <p><i>Training session delivered by Kim Mitchell in Autumn 1 to develop staff skills in the mastery approach. 12 of the PP children achieved or exceeded</i></p>
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						<p><i>their progress targets. 2 of these exceeded their targets by 1 point.</i></p> <p><i>The 2 children who did not reach their targets missed them by 1 point.</i></p> <p><i>2 pupils achieved Greater Depth in maths.</i></p>
TA deployment to improve and develop Maths Mastery → support for TAs throughout years 1 - 6	<b>Spend = £620</b>	C	All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions		Maths Subject Leader / Teachers	<p><i>Teachers report that TAs work effectively to support children with same day interventions.</i></p>
Maths Subject Leader to facilitate accelerated progress through training for PP Maths Booster.	<b>Spend = £100 for TA delivery</b>	C	PP children requiring Booster in Y2 / Y6 to be identified January 2019.		Maths Subject Leader / Teachers	<p><i>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Booster.</i></p> <p><i>This was only able to run until March due to lockdown but 3 of the 4 Y6 pupils exceeded their maths progress targets.</i></p> <p><i>The 4<sup>th</sup> pupil, who was SEND, achieved his target.</i></p>
<b>Barriers related to Socioeconomic Status (SES)</b>						
Memory Matters	Resources / TA training <b>Spend = £300</b>	C	<p>Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes)</p> <p>All Year groups</p>	This will support children in developing their learning as it increases recall and attention.	SLT SENCO	<p><i>This intervention was used with one PP child. It was delivered via strategies embedded into the curriculum to support them in their learning.</i></p> <p><i>Unfortunately the intervention could only be delivered until March but the class teacher reported</i></p>

						<i>that it had a positive impact upon the pupil, who has significant SEND.</i>
Subsidy of trips to support learning and ensure progress in the wider curriculum	<b>Spend = £500</b>	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	<i>Teacher feedback evidences that children benefitted from support enabling them to participate and engage fully.</i>
Subsidy of Residential + equipment / clothing for residential.	<b>Spend = £100</b>	C	Y5 and Y6 (5 PP children)	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)  <i>Monitored by Class teachers – brief verbal reports to SLT about the impact and successes of the trip.</i>	<i>Appropriate support is offered to PP children and their families to ensure that they benefit from the 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. Unfortunately the Y6 residential had to return to school early due to inclement weather and the Y5 residential was booked for May, during lockdown, and therefore could not take place.</i>
NEET and Attendance Officer (targeted services)	<b>Spend = £750 (estimated cost)</b>	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	<i>Average attendance for the PP children was 95.1% until the school had to close for lockdown. Good attendance is strongly encouraged and given a high profile; class attendance is rewarded in</i>

						<i>celebration assemblies each week.</i>
'Talk time'	<b>Spend = £1,500</b>	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 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.	<i>Class teachers report the positive impact of Talk Time upon PP children's wellbeing. In some cases it is critical in supporting children with difficult circumstances and enables children to manage challenging emotions. This means that they can adhere to behavioural expectations and engage in learning. Kath Atkins (SIA) visited the school with colleagues to carry out a deep dive; she and her colleagues commented upon the high standards of behavior in the school and the positive ethos evident throughout her experience.</i>
<b>Actual spending 2019-20: £19,420</b>						

Adjustments:

The £300 allocated to Language Champions was used towards additional staffing for Talk Time.

The £200 allocated to Word Shark was used towards additional staffing for daily reading interventions.

Additional spending:

The circumstances of COVID 19 led to the school overspending on PP children this year. The costs included:

Digital devices for TAs and teachers – the school did not have enough devices to enable all staff to work remotely which was essential in lockdown to ensure provision for KW and vulnerable children in school and also online lessons from teachers for vulnerable children at home.

Digital devices for children – some of our PP children did not have access to devices, meaning that they could not engage with remote learning. The school provided devices to ensure that all children were able to learn from home, using the extensive work packs and videos created by their teachers and TAs.

Class teachers' time – class teachers dedicated time to supporting parents in using these devices; some parents needed considerable help to operate ipads and to access the learning.

SLT time – all members of SLT dedicated time to supporting vulnerable families and children throughout lockdown. This included the delivery of FSM, telephone calls and remote meetings with other agencies, including vital safeguarding work. SLT also spent considerable time on telephone calls with parents who were finding lockdown challenging, offering practical suggestions, educational help, reassurance and emotional support.

Practical resources provided to vulnerable children in lockdown – some PP children didn't have paper, pens, scissors etc at home.

TA time for keyworker childcare - additional hours were needed to provide for our KW and vulnerable children. We established an additional bubble to meet the needs of parents and children. This enabled us to have regular contact with our vulnerable children, ensuring their safety and wellbeing. It also enabled us to support their learning during this challenging time when many were lacking any support at home.

Resources for KW - it was necessary to have walkie-talkies for KW care to allow staff to communicate and to ensure safety whilst operating in different circumstances within the school building. It was also necessary to have PPE, hand sanitizer and cleaning equipment.

Additional cleaning hours – it was important to ensure that classrooms and toilets were kept very clean and so additional hours were needed from cleaning staff.