**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Shaw Ridge Primary School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £83,720 | **Date of most recent PP Review** | July 2017 |
| **Total number of pupils** | 404 | **Number of pupils eligible for PP** | 68 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** |  | 61% |
| **% making progress in reading** | 69% | 60% |
| **% making progress in writing** | 62% | 66% |
| **% making progress in maths** | 69% | 63% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | PP children can suffer from low esteem and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers | | |
|  | | There can be a lack of enrichment opportunities outside of school compared to non-pp children due to financial constraints at home or the lack of opportunities made available to them. | | |
| **C.** | |  | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average. One of the most influential barriers for pupils’ attendance is the lack of parental engagement and interest, thus limiting pupil aspirations. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gap between PP and Non-PP will have closed over time. | | Data shows gap closing. |
|  | PP children receiving necessary targeted support and are moving forward confidently | | Pupil voice for PP children |
|  | Funding places for PP children in extra-curricular clubs and activities, including music and residential visits, both in and out of school | | Giving PP children the opportunity to access activities that help develop the ‘whole child’ and put them on an equal footing with non-PP children |
|  | Deployment of highly trained staff to work with small groups of children during noncore curriculum lessons | | Pupils eligible for PP to make accelerated progress across the curriculum by the end of the year so that pupils make effective progress from their starting points. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017 - 2018** | | | | |
| 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. | | | | | |
| 1. **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?** |
| All staff have clear understanding of PP children and their attainment. Staff planning specific personalised learning to impact on progress. | Targets set in October 2017  Pupil Progress Nov 2017 will identify the children and review case studies. | PP pupils make appropriate progress.  Gap between PP and non-PP closes.  To track progress of PP children against Non-PP | Release time for staff to feed back at PPR 3 hour plus slots each £540 for cover | SG and all staff | Pupil progress meetings term 1, 3 and 5. Staff to keep detailed case study for PP children  £1620. |
| SAT results of 2017-2018 academic year will indicate what PP and NPP achieve, with the gap narrowing.  Children will have made good or accelerated progress through QFT in a small group. | Literacy and numeracy interventions  Exam revision classes and preparation.  Small group intervention in Year 2 to boost maths, two afternoons per week  2017-2018 academic year  LA children are taught by DHT in a small group with TA support every day in numeracy. | Key children are identified through AFL and they are invited in small groups to attend booster classes.  Children’s needs have been analysed and identified and targeted support implemented.  Children have been identified through a range of different strategies as having gaps in their mathematical understanding and the | Children undertake booster sessions in all core subjects Y2 and Y6  PPR July  LH to work closely with Year 2 staff to ensure all children have the required support when and if necessary.  Year 6 children have been split three ways utilising the non-teaching DHT/Maths coordinator to teach the LA children. | Year 6 and Year 2 staff / HT and Deputy HT.  Year 2 staff and LH  Year 6 teachers and assessment co-ordinator  Year 5 teachers and assessment co-ordinator | 5 days supply = £900  Mrs Hampson from Christmas to Easter - £1400  Miss K Jeffery from Easter to Summer Leader and Management time - £682.50  J Lee DHT- £5616.pa |
| **Total budgeted cost** | | | | | £10,218.00 |
| 1. **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?** |
| To create a picture of the barriers to learning for PP children. | Staff complete/ update a case study for each PP child, which is updated termly. To provide evidence of learning termly to support case study. | To provide evidence of learning termly to support case study. | Case studies will be completed and reviewed and barriers identified.  SLT  PPR meetings case study files  Reporting to governors | SG alongside all staff. | N/A |
| SLT and CT to identify underachieving PP individuals TA’s to timetable and carry out interventions to support identified children. Children to receive 1:1 focused interventions 2-3 times per week. | Children identified and in focus groups **Learning Support TA’s:**  To provide specialised trained support in areas of reading and numeracy.  TA training, teaching and resources £50,000 |  | Progress analysis will show progress across a year.  Pupil progress meetings held 3 times per year with SLT and three times per year in Phase group meetings therefore the children will be assessed termly | SG and all staff | £50,000. |
| Attendance of targeted pupils has improved.  There has been a reduction in poor behaviour. | Range of pastoral support measures related to the needs of the pupils and families. | Families and children are identified as having a need and have been referred to an appropriate support system for families and children | Close liaison between HT, staff and external agencies will show positive impact on families and children. | HT/SENCO/ External Agencies | £2045.00 |
| **Total budgeted cost** | | | | | £52,045 |
| 1. **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?** |
| To track progress robustly | Pupil Premium Co-ordinator to complete audit of services and interventions being used to support | Children’s needs have been identified and interventions put in place using a range of different services –  Tahms  ASD support service  Peripatetic music teachers  Educational Psychologist | All services and interventions measured as having impact. PPR x3 per year | PPC/HT/SENCO/DHT |  |
| **Pupil Welfare:**  Children to demonstrate good behaviours for learning in class. Analysis of SDQA etc, will show reduction in behaviour incidents score and a rise in social emotional scores  Children show improved self-esteem, confidence and classroom learning | Nurture TA will engage with targeted parents. Nurture, Go-zone, Happy to be me. Tahms, Choose to cope.  Well being Group. Sparkle Group. Family tree up until end of term 2. | Children with a range if difficulties identified and strategies have been put in place to help them learn to cope with everyday life in school as well as achieving their full potential. | Learning walks,  Pupil voice  Book scrutiny.  Individual pupil analysis before and after completing the intervention.  Observations of interventions | Nurture Ta  Senco  TA | Mrs. Dudman £9870  Mrs Shepherd £5078  £14,948 |
| Children will be given opportunity to experience a range of extra-curricular activities, which help develop the potential of each child as an all round individual. | Additional curriculum opportunities and extra-curricular clubs  Drama  Sports  Chess  Residential trips, sports or music coaching, swim support  £1500  £400 (swim)  £600(music)  £30 per child plus £200 per Y6  Total = £6500 | Children are identified as having a need for an enriched curriculum which in turn will help to inspire their learning | Children will be able to develop full potential as well rounded individuals through curriculum enrichment.  As requir8ed and on-going – SG, SC, JL |  | £6500 |
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| **Total budgeted cost** | | | | | £83,720 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
| Children received their targeted support in reading and comprehension. | Small group work with qualified teacher |  |  |  |
| 1. **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |