**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Shaw Ridge Primary School | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** |  | **Date of most recent PP Review** | 8.11.19 |
| **Total number of pupils** | 404 | **Number of pupils eligible for PP** | 49 | **Date for next internal review of this strategy** | 8.11.20 |

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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** | % | % |
| **% making progress in reading** | 38.5% | 67.4% |
| **% making progress in writing** | 76.9% | 74.4% |
| **% making progress in maths** | 15.4% | 90.7%% |

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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.** | | Oral skills which can slow academic progress in subsequent years. | | |
| **D** | | Lack of support at home or parental engagement, English as an additional language, SEN. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | 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. Provision mapping reflects children’s vulnerabilities.  Improve progress and attainment for SEND/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 non-core 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. |
|  | Pupils are able to build and maintain friendships  Pupils are emotionally literate.  Behaviour for learning is good. | | Pupils have successful friendships – less incidents recorded.  Internal and external exclusions reduced. |
|  | Pupils are enthusiastic about learning.  Pupils have clear aspirations for the future. | | PP pupils have access to a Family Support worker within school for 1:1 sessions. |

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| 1. **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. | | | | | |
| 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?** |
| The profile of the PP child will be raised with all invested parties being fully informed as we continue to work on the outcomes of our whole school audit from last year. | Staff meeting and phase meeting times will be set out over the year to keep the profile of PP to the forefront of all minds. | Due to the audit of PP across the whole school we now need continue to raise the profile of PP across the school so that all buy into the picture as a whole. | Necessary information will be disseminated where and when necessary.  Full audit will be carried out to baseline understanding of staff.  Successful completion of the course and the raised awareness of PP across the school. | SC  SG  Whole staff input. | Three times per year and at the end of term 6. |
| All staff have clear understanding of PP children and their attainment. Staff planning specific personalised learning to impact on progress. | Targets set in October 2018  Pupil Progress Nov 2018 will identify the children. | 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 2018-2019 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. | 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 | PPR July  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 |
| **Total budgeted cost** | | | | |  |
| 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?** |
| 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 | This ensures that all staff and children are able to achieve their potential with regards knowing what their children in their class need and ensuring that this is implemented effectively. | 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 continues to improve.  There has been a reduction in poor behaviour. | We will continue with a range of pastoral support measures related to the needs of the pupils and families – FSW job will evolve even further. | Any families and children will continue to be identified as having a need and have been referred to an appropriate support system for families and children | Close liaison between HT, GR, LF, staff and external agencies will show positive impact on families and children. | HT/SENCO/ External Agencies  FSW | £2045.00 |
| **Total budgeted cost** | | | | |  |
| 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?** |
| All PP families will continue to have access to the Family Support Worker at time of greatest need. | Employ a family support worker to work with PP families as and when needed. | Parental voice. | Family support worker to liaise with SENCO, HT, DHT and SG as and when necessary. | SLT GR, LA | Three times per year. |
| **Total budgeted cost** | | | | |  |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018 - 2019** | | |
| 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** |
| Whole school audit of PP as a staff so that all have a clear understanding of PP children and their attainment. Staff planning specific personalised learning to impact on progress. | Targets set in October 2018  Pupil Progress Nov 2018 will identify the children. | All staff took part in the audit and were able to look at the bigger picture of the school as a whole | The strategies learnt on the course will continue to be used especially the EEF resourses and booklets. | £1620 |
| SAT results of 2018-2019 academic year will indicate what PP and NPP achieve, with the gap narrowing. | Literacy and numeracy interventions  Exam revision classes and preparation. | The gap narrowed in writing where 76.9% of the PP children achieved EXP+ as against 74.4% of non PP children. As each child counts for 7.6% of the class then in reading our target was missed by 4 children and these can be accounted for. In Maths the figures are 46.2% as against 90.7%, which means that 7 children did not make expected and these can be explained by children who made excellent individual progress but either cannot cope with test situations or had specific number learning difficulties. | This approach will continue to be used, however the children will be finely targeted and monitored to ensure that we are closing the gap where ever possible. | £8598 |
| 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** |
| 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 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 | This had a positive effect on the PP and also Non PP children as the children were able to work in a more diverse environment where there was a culture of positivity and that to fail is to succeed. | This has been an effective approach, which has been flexible and adjusted, as the year has progressed. Work in progress and flexible. | £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. | Where possible the identified families and children were identified and referred to an appropriate agency for support. | Although we tried to ensure that this occurred, where ever there was a serious need at times it was difficult as the number of families needing help outweighed the time that the SENCO, HT and DHT had at their disposal. The decision was therefore taken to employ a family support worker to work four days a week and take on the responsibility of being the front facing face of pastoral care across the school. | £2045.00 |
| 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** |
| **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 enjoy their interventions and are able to demonstrate positive learning behaviours within the classroom.  Interventions continue to have a positive impact on the children with goals set being achieved. | These continue to be a positive force in certain children’s education and will remain for the foreseeable future or until they are deemed unnecessary or something better is found.  To be continued and improved with the employment of a family support worker as well as further training being provided for nurture TA’s as and when appropriate. | £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 were able to access and enjoy extra-curricular activities alongside trips and other additional curriculum activities successfully where they have missed them before and been unable to develop as a well-rounded individual. | To be continued | £6500 |
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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 |