



PUPIL PREMIUM STRATEGY 2019-2020

Pupil premium funding allocated to Shelley First School in 2019-2020 = £12070. However, the school recognises that other pupils who do not receive direct funding are disadvantaged and as a result the school invests in providing high quality teaching and learning for ALL pupils.

Main barriers to educational achievement that the disadvantaged children face at Shelley First:

- Gaps in literacy and numeracy
- Social and emotional needs
- Language delay
- Linking new information to previously learned information and the practical application of knowledge gained
- Poor fine motor skills

This is how these resources will be spent in 2019-2020:

- Interventions in Maths/Literacy to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- Reading Intervention – Better Reading Partnership
- Training of key staff in Metacognition (3 day course)
- Training of teachers and ETAs in Metacognition
- CPD for staff: FASD, Attachment Disorder and De-Escalating Behaviours
- Purchase of Boxall Profile
- Small group intervention for Mathematics where appropriate to support same-day intervention
- Upon parental request, money may also be used to subsidise school trips and uniform
- Curriculum enrichment via after-school clubs
- Providing basic school equipment for pupils
- ETA salary to provide intervention for social and emotional needs (Nurture sessions)
- ETA salary to provide Handwriting and fine motor skills support
- Ensure that all ETAs are aware of our Disadvantaged pupils

Category/ Research Reference	Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	Rationale	How we will measure impact. (Success Criteria)	Impact
EEF – Mastery Learning EEF – Giving quality feedback EEF - Homework Target group – All disadvantaged students	£220 £400 £300	Quality Assurance implemented: identified underperformance and robustly tackles it. Train ETAs in-line with reviewed marking and feedback policy and in marking & feedback strategies to support enhanced progress. Review Marking and feedback policy to ensure maximum impact. TT Rockstars implemented and evaluated Reading for Pleasure challenge implemented and evaluated.	Previous strategies for helping pupil premium (PP) students make stronger progress have been most successful when we focus on high quality teaching in the classroom. Homework is engaging and accessible.	High levels of engagement.	Disadvantaged pupils have made at least expected progress based on individual starting points. This has been supported by both internal and external CPD (see CPD offer until March 2020 lockdown). Marking is in-line with policy. Monitoring indicates that pupils are receiving high quality verbal and written feedback. TT Rockstars has engaged pupils well; the vast majority are accessing it.
EEF – Social and Emotional Learning EEF-Oral Language Intervention EEF-making Effective Use of Support Assistants EEF-Giving Quality	£660 £50 £50	SENCO and SLT to provide CPD to ETA's teachers on <ul style="list-style-type: none"> • Attachment • FASD • Emotional Literacy • SALT Programmes • De-escalating Behaviour • Use of Boxall to support tracking • Use of Supplementary Scaffolding Framework 	Use of effective strategies Support the whole child Develop learning independence	Incidents of behaviour are rare. Speech & language provision is supporting progress. Staff are aware of how to support individual pupils	There are very few behavioural incidents in school and 1 fixed term exclusion during 19-20. (This child has an EHCP for social and emotional needs.) All children identified as needing SALT provision are making at least expected progress. Monitoring shows full compliance with IEP and EHCP targets/approaches.

Feedback				effectively.	Support Staff engaged fully with CPD and monitoring shows that this is being implemented. Further targeted CPD provided for ETA's remotely during Covid 19.
EEF- Oral Language Intervention	£3000	SALT interventions specifically in EYFS and KS1 (link this to other aspects of learning, e.g. Continuous Provision.) Use of effective intervention across school by ETAs building upon CPD provided.	An emphasis upon the importance of spoken language and verbal interaction in the classroom supports comprehension and literacy skills.	During monitoring, effective strategies are deployed.	SALT interventions happen daily and have ensured children meet individual targets successfully.
EEF- Meta-cognition	£600 School budget	CPD provided to AHT CPD for teachers/Support Staff: focus upon Metacognitive modelling Build into monitoring and evaluation programme so that the progress of disadvantaged pupils is monitored every half term and provides intervention to those falling behind.	Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	Continued monitoring demonstrated good recall of learning by children across the school. Pupil Progress Reviews have included a focus on disadvantaged pupils. Staff have a strong understanding of how to support pupils based upon research.
EEF – Social and emotional learning	School budget	Ensure robust systems for tracking pupil safeguarding for all teaching and Support Staff via CPOMS system access and training.	Regular logging of concerns from all staff (SLTs, teachers, HLTA and PPA	Swift referrals for support are in place.	CPOMS is being used effectively to support pupils. SLT checks are in place and

		Ensure that SLT time allows for regular checks and associated actions.	cover) builds up a holistic picture for any child who may be vulnerable. SLT can then act rapidly and involve any agencies necessary to ensure positive impact for the child/family.		staff meetings evidence feedback to staff when necessary. During Covid 19, weekly welfare checks have been put in place for children classed as vulnerable. Teachers are alerting SLT to any pupils/parents who are not responding to communications.
EEF – Meta-cognition and self-regulation EEF – Reading Comprehension strategies Target group – disadvantaged	£5300	ETA programme of BRP – including working with parents	Significant improvements in the performance of pupil premium students.	Pupil progress will demonstrate an increase in reading attainment based on baseline and end point assessments.	Previously BRP outcomes show that pupils made an average of 7.5 months progress during interventions of 6-8 weeks. This intervention was paused due to a staffing adjustment to support the needs of a learner.
EEF – Social and emotional learning EEF – Meta-cognition and self-regulation Target group – Disadvantaged students (SEMH)	£2600	Nurture group set up weekly	This will support PP students who have multiple needs and need more intensive support to make progress.	Increased confidence and improved outcomes linked to individual needs identified.	The Nurture Group has had a positive impact – evidenced via discussions with pupils and via behaviour monitoring. The group is led by an experienced and trained member of staff who has a good understanding of SEMH needs.
EEF – Giving quality feedback	School budget	Handwriting/fine motor skills development for individual pupils	Individual pupil progress is limited by poor fine motor	Pupils will demonstrate marked	Specific children identified through teacher assessments and barriers letters were

			skills.	improvements in fine motor skills.	targeted and showed improvements up to closure.
EEF Target group – All disadvantaged	£400	Supporting families to provide opportunities outside the curriculum or to prevent hardship (uniform, residential trip transportation, food vouchers)	We want to encourage high aspirations amongst PP students, who will be given support to develop a broad range of interests.	Pupils access enrichment regardless of finances	All PP pupils were offered extra-curricular provision finances. 75% have engaged with extra-curricular activity. Further resourcing has targeted pupils need during Lockdown, eg food, learning packs, stationery
EEF – Social and emotional learning	£900	Provide enrichment opportunities for all disadvantaged pupils.	All children have equal opportunities to engage in a broad and balanced curriculum and benefit from opportunities to develop socially, emotionally, physically, spiritually, morally as well as academically and have opportunities to develop new skills in a range of activities and develop hobbies and interests.	Curriculum provision is outstanding.	Pupils have benefited from a range of engagement opportunities via a broad and balanced curriculum, this includes 'Drop down days/weeks', Careers Week and previously Centenary of Women's Voting Rights activities.

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. The EEF uses to help schools spend money more effectively to improve the teaching and learning of children from low-income families.

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit#>

The school uses this research to support staff understanding as well as to plan CPD.