



PUPIL PREMIUM STRATEGY 2018-19

Shute Primary School

1. SUMMARY INFORMATION					
School	Shute Primary School				
Academic Year	2018/19	Total PP Budget	11 @ £1320= £14520	Date of Most Recent PP Review	September 2018
Total number of pupils	77	Number of pupils eligible for PP	11	Date of next internal review of this strategy	July 2019

2. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Limited attention span and focus to sustained tasks
B	Speech and/or Language difficulties
C	Low self-esteem leading to poor resilience
D	Attachment issues leading to low self-efficacy and poor resilience
External barriers (issues which also require action outside of school, such as low attendance rates)	
E	Low income leading to lack of resources in the home

3. DESIRED OUTCOMES		Success Criteria
A	All children to achieve Age Related Expectations	100% achieving ARE
B	All children have access to a wide range of high quality texts	100% children read regularly
C	All children develop secure social skills	Behaviour is exceptional
D	All children develop high expectations of themselves as learners	Children have a can-do approach to school activities
E	Children understand what behaviours support their own learning	Children develop resilience and self-motivation
F	Children have access to a range of adults trained in attachment mentoring	Children develop resilience and self-efficacy

4. PLANNED EXPENDITURE	
Academic Year	2018/19
The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

i. Quality of teaching for all						
Desired Outcome	Chosen action / approach	What is the evidence and rationale?	How will we implement?	Staff lead	Cost	Impact Evaluation
Children achieve ARE	Teaching assistants are employed for every class Rec-Y6 to support the class teacher during English and Maths lessons and to provide focussed support with interventions within the class setting.	Quality first teaching Ratio of children to adults	Teaching assistants must be deployed effectively for every lesson with clear areas of focus and specific target children	All class TAs	4TAs x hrs x 190days @£8 £12170	All TAs are allocated particular to children within lessons, this has meant that specific needs have been identified quickly
All children have access to a wide range of high quality texts	All classes have dedicated book areas Library is vibrant and welcoming Children have free access to the library	"Reading for pleasure is more important for children's educational success than their family's socio-economic status."	Accelerated Reader programme for all of KS1/2, which will ensure excellent progress in reading.  Continue to subscribe to SLS to ensure up-to-date library books, topic books and guided reading packs	All class teachers  Volunteer helpers	Accelerated Reader subscription €400 School Library Service subscription £2,800	All children read freely and regularly both in school and at home.  Children are exposed to high quality books all the time that they are in school.
All children develop secure social skills	Playtime monitor scheme assists adults with low level issues and raises the responsibility of the older children to set good examples to the younger children.	Children learn appropriate interaction through modelling to younger pupils. Younger pupils learn from older pupils that have been guided by adults.	Dedicated meeting time every week	Teacher	0.5hr x 38weeks @£38ph £722	We have very few behavioural incidents during play and lunch times.
Children understand how different behaviours affect their learning	Promotion of appropriate learning behaviours across all aspects of learning	"Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly.." (EEF 2018)	Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome	All staff	No cost	Children have become more fluent in the language of effective learning and are developing independence in these areas.
Children have access to	Pastoral support worker	"Social and emotional learning interventions have an	Staff will keep records of the sessions that are done	TAs/PSW	5 hours weekly@ £8	

Pastoral Support worker		identifiable and valuable impact on attitudes to learning" (EEF 2018)	and liaise with the class teacher and Head of School as appropriate		hour x 38 weeks	
Total budgeted cost					£1520	
ii. Targeted support						
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	Impact Evaluation
Children achieve ARE	Teachers identify targeted groups for a range of classbased intervention (see provision maps)	Small misunderstandings are challenged and rectified before the class moves on	Provision maps reviewed by teachers every three weeks	Class TAs	4xTAs x hr x 190days @£8 £12170 Included above	These have been well implemented but they need to be developed further and reviewed more regularly next year (every three weeks rather than every half term.)
Children understand how different behaviours affect their learning	Promotion of appropriate learning behaviours across all aspects of learning	Once children accept that learning is their responsibility the patterns should improve	Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome	All staff		This is helping children to understand their responsibilities but will need continual reiteration
Total budgeted cost					£12170	
iii. Other approaches						
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	Impact Evaluation
Children are not disadvantaged due to low income	£80 per term bursary allowance for range of uses	Children can access the same as their peers regardless of family income	Careful budgeting of bursary and recording systems	Administrat or	3 terms x 10 children x £80 £2400	This is extremely effective for the families and children at Shute

Total total budgeted costs	£20012
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5. ADDITIONAT DETAIL

We recognise that many of our children have similar barriers to learning as those who are identified as Pupil premium.  
Many of these initiatives are accessed by children who are not registered as being eligible for pupil premium - so there are benefits from this strategy to a wide range of children in the school.  
Research has shown that resilience and self-efficacy are probably the most important issues in raising the achievement of children identified as eligible for pupil Premium. In this school we place a large emphasis on children's well-being.