

# Pupil Premium strategy statement – Shute Primary School

## 1. Summary Information

School	Shute Primary School				
Attendance for PP Children	September 2019 – July 2020 Global Pandemic closed the school from 23 <sup>rd</sup> March 2020 94.97%				
Academic Year	2020 - 2021	Total PP Budget	£10,760.00	Date of Most Recent PP Review	Sept 20
Total number of pupils	80	Number of pupils eligible for PP	8	Date of next internal review of this strategy	Sept 21

## 2. Current attainment for 2019-2020

Achievement Criteria – based on Teacher Assessment as no tests due to Covid-19. No national data for comparison	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving the expected standard or above in reading, writing & maths at the end of KS2	1 child 100%	78% 7/9
% achieving expected standard or above in reading at the end of KS2	1 child 100%	89% 8/9
% achieving expected standard or above in writing at the end of KS2	1 child 100%	78% 7/9
% achieving expected standard or above in SPAG at the end of KS2	1 child 100%	78% 7/9
% achieving expected standard or above in maths at the end of KS2	1 child 100%	78% 7/9
% achieving expected standard or above in reading at the end of KS1	50% (2 children)	70% 7/10
% achieving expected standard or above in writing at the end of KS1	50% (2 children)	60% 6/10
% achieving expected standard or above in maths at the end of KS1	50% (2 children)	70% 7/10
% pass the phonic screening in Year 1	NA	NA
% achieving a Good Level of Development at the end of EYFS	N/A	80% 8/10

### 3. Barriers to future attainment (for pupils eligible or PP)

#### **In-school Barriers** (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Ensuring that disadvantaged pupils who are identified early as high achievers continue to keep in line with all high achieving pupils
<b>B.</b>	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
<b>C.</b>	Home environment impacts on pupil's ability to interact with other pupils in school so friendships are not as strong as those from a stable home

#### **External Barriers** (issues which also require action outside school, such as low attendance rates)

<b>A.</b>	Attendance of identified PP children
<b>B.</b>	Aspirations of home learning environment
<b>C.</b>	Challenges in the home environment compared to the school environment with regards of boundary setting.

4. Desired Outcomes		Success Criteria
<b>A.</b>	<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress</p> <p>Where PP children leave KS 1 tracked to ensure accelerated progress</p>	<p>% of PP children achieving “Good Level of Development” is in line with national.</p> <p>% PP children passing Phonics Screening test is in line with national</p> <p>% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national</p>
<b>B.</b>	<p>To improve attendance of children who are eligible for PP</p>	<p>Close monitoring of attendance of this group</p> <p>Regular meetings with parents of children who fall below 95%</p> <p>Intervention from EWO for persistent absence</p>
<b>C.</b>	<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP Children</p>	<p>Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.</p>
<b>D.</b>	<p>To ensure those PP children who are identified early as high achieving continue to meet targets set through giving additional enrichment opportunities and immersing them in a culture of high expectation.</p>	<p>Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.</p> <p>Ethos of high expectation in all classes for all children.</p>

## 5. Planned Expenditure

Academic Year		2020-2021			
i. Quality of Teaching for all					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> <li>• Collaborative learning (moderate impact)</li> <li>• Feedback (high impact)</li> <li>• Mastery learning (moderate impact)</li> <li>• Meta-cognition and self-evaluation (high impact)</li> <li>• Peer tutoring (moderate impact)</li> <li>• Phonics teaching (moderate impact)</li> <li>• Reading comprehension strategies (moderate impact)</li> <li>• PP books marked first</li> <li>• Feedback given first</li> </ul>	<p>Review of PP children progress each half term in SLT – review of lesson observations, pupil interviews, book scrutiny and assessments.</p> <p>Careful tracking of progress through data and regular progress meetings with teachers</p> <p>Each teacher to have specific goals – this will be monitored through meetings with school leaders.</p>	SM & PG	End of each term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors
<b>Total Budgeted Cost</b>					<b>£4,750.00</b>

<b>ii. Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Pupils identified early as high achieving (e.g. GLD) are tracked to ensure progress is in line with all pupils</p>	<p>Target gaps in understanding</p> <p>Quality First Teaching</p> <p>Specific vocabulary teaching of tier two words</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> <li>• Oral language interventions (moderate impact)</li> <li>• Early Years interventions (moderate impact)</li> <li>• Phonics (moderate impact)</li> <li>• Meta-cognition and self-evaluation (high impact)</li> </ul>	<p>Regular monitoring and evaluation of quality intervention and progress of children. Use Covid-19 catch up funding to provide additional support.</p> <p>Staff inset training on these themes.</p>	SM & PG	<p>End of each term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors</p>
<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP children</p>	<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning (moderate impact)</li> <li>• Outdoor learning (moderate impact)</li> </ul>	<p>Regular evaluation of how well provision is meeting children's needs – weekly staff meetings and daily feedback from TAs..</p>	SM & PG	<p>Each week – review how provision is meeting current needs of children.</p> <p>Daily feedback from pastoral TAs for regular adjustment to suit the needs of each individual child</p>
<b>Total Budgeted Cost</b>					<b>£5,574.00</b>

<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<p>To improve attendance of children who are eligible for PP.</p> <p>Parental engagement.</p> <p>Address low self-esteem, lack of aspiration and expectations.</p>	<p>A range of attendance incentives, rewards and deterrents.</p> <p>Termly parent forums to promote positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Subsidise residentials and music and sport tuition.</p> <p>Forest Schools</p> <p>Offer of early morning club to</p>	<p>DFE data shows a significant impact of poor attendance on achievement.</p> <p>Positive relationships with parents improve attendance.</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>OAA (moderate impact)</p>	<p>Weekly updates from administrator to Head of School and half termly reports.</p> <p>Regular interaction and support for parents of children who are eligible for PP</p> <p>Contact parents who do not attend parent's evenings.</p>	SM & PG	<p>End of each half term in SLT and each term through school to school monitoring visits and heads of school reports to Governors</p>

	improve punctuality where required.		Review with teachers about impact		
<b>Total Budgeted Cost</b>					<b>£4,286.00</b>

## 6. Review of Expenditure

**Previous Academic Year**

**2019-2020 Allocated Budget £10,560.00**

### i. Quality of Teaching for all

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
Gaps in understanding addressed to ensure that attainment is at least in line with national data.  Address low self-esteem, lack of aspiration and expectation.  Parental Engagement  Support SEND  To enable all children eligible for PP to achieve at least expected standards and to	TA support to allow teachers to lead interventions to address gaps in learning.  Teaching and support staff training identifying specific needs in maths  Subsidise residential trips Subsidise music and sports tuition provided by both internal and external specialists  Additional teaching assistant support during Maths and English lessons Reading, writing and maths resources for dyslexia  Individual education plans for children in receipt of PPG with SEN needs Additional Educational Psychologists and SENDCo support for teachers	Children are starting to take responsibility for their own learning and developing independence. They are starting to understand what is required to succeed.  Improved communication and relationships with parents of PP children. This also needs time to imbed and will continue into next year.  Teacher observations are showing improvement in pupil's attitudes which will need time to imbed in the coming year.  PP children are well supported and this will continue into next year.  Work on use of questioning by staff to promote thinking skills	PP children's work marked first.  Work to be continued around what achievement looks like both academically and in other areas of life.  Standing agenda item of meeting between HoS and SENDCo (termly).  Children are increasingly challenged to show their knowledge with growing independence.

make at least expected progress	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>		
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**iv. Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Pupils identified early as high achieving (e.g. GLD) are tracked to ensure progress is in line with all pupils</p> <p>PP Children are achieving ARE</p>	<p>Target gaps in understanding</p> <p>Quality First Teaching</p> <p>Teachers are identifying targeted groups for a range of class based intervention.</p> <p>Provision maps/IEP's are reviewed by teachers every half term.</p>	<p>Plus school based tracking allows to individuals attainment to be tracked term on term to ensure progress over time is as expected.</p> <p>Planning helps identify teaching approaches</p> <p>Discussions taking place to further progress of PP children by teachers, SEND, HOS.</p>	<p>Quality first teaching needs to be supported by addressing/ filling missing experiences such as early reading through use of additional opportunities in school.</p> <p>Clear planning and discussions allow PP/SEND children and groups to achieve ARE.</p>
<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP children</p>	<p>Maintain pastoral provision for vulnerable children through nurture based activities and our TAs</p> <p>Forest Schools</p>	<p>Low rates of poor behavioural incidents for disadvantaged children.</p>	<p>Attachment figures are key to our disadvantaged children.</p>



To understand how different behaviours affect their learning.	Children will learn appropriate interaction through modelling to younger pupils. Younger pupils learn from older pupils that have been guided by adults.	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly.	Children are learning to develop social skills.
<b>v. Other approaches</b>			
<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<p>To improve attendance of children who are eligible for PP.</p> <p>Parental engagement.</p> <p>Address low self-esteem, lack of aspiration and expectations.</p> <p>Children are not disadvantaged due to low income</p>	<p>A range of attendance incentives and deterrents.</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Subsidise residentials and music and sport tuition.</p> <p>£80 per term bursary allowance for range of uses to allow children to access the same as their peers regardless of family income.</p>	<p>Attendance is at least at national average for disadvantage children.</p> <p>More flexible approach that allows meetings at a more convenient time for parents such as before school, after school during PPA as well as traditional evening slots.</p> <p>Children understand what achievement looks like.</p> <p>PP children receive discount on all residentials at a rate of 50%.</p> <p>Children have more opportunities to improve confidence, skills in a range of settings.</p>	<p>Key groups still need direct 'chasing up' from teachers.</p> <p>Work needs to continue on raising aspirations.</p> <p>100% of PP children attended a residential when offered to their year group.</p> <p>Bursary money given to PP per term has allowed for a wide range of musical activities to be taken up such as singing, piano and guitar lessons.</p>