Pupil premium strategy statement

School overview

Metric	Data
School name	Shute Primary School
Pupils in school	71
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£10560
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	September 2020
Statement authorised by	Patrick Germscheid
Pupil premium lead	Patrick Germscheid

Disadvantaged pupil progress scores for last academic year

No disadvantaged children in Year 6 2018/2019

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Writing	Writing attainment and progress is at least in line with national data	Sept 2020
Progress in Mathematics	Maths attainment and progress is at least in line with national data	Sept 2020
Phonics	Achieve national average	Sept 2020
Other	Children are developing as independent learners, resilient, and are engaged in their learning	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the new early years phonics reading scheme.
Priority 2	To ensure all children have access to reading books which cover a wide range of genres and are high quality texts linked to AR.
Barriers to learning these priorities address	To purchase reading books which are linked to the early years phonics reading scheme.
Projected spending	£2500

Wider strategies for current academic year

Measure	Activity
Priority 1	All children develop secure social skills.
Priority 2	All children to understand how different behaviours affect their learning.
Barriers to learning these priorities address	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.
Projected spending	£8060

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Children achieve ARE by teachers identifying targeted groups for a range of class based intervention	Provision maps reviewed by teachers every half term
Wider strategies	Children are not disadvantaged due to low income	£80 per term bursary allowance for range of uses to allow children to access the same as their peers regardless of family income.

Review: last year's aims and outcomes

Aim	Outcome
Children understand how different behaviours affect their learning	A good start has been made on this but this will be a key focus in 2019/2020
Children achieve ARE	TAs have been allocated to particular groups within lessons which has allowed for specific needs to be evaluated and met
Children have access to a pastoral support worker	This has been successful with a pastoral support worker weekly supporting children in the pupil premium group and across the school