

# Pupil premium strategy statement (primary)

1. Summary information					
School	Shamblehurst Primary School				
Academic Year	2017-18	Total PP budget	£83020	Date of most recent PP Review	June 16
Total number of pupils	458	Number of pupils eligible for PP	61 (current)	Date for next internal review of this strategy	16.2.18

2. Current attainment			
For 2017/18 cohort	Pupils eligible for PP (your school)	National PP data	National average For all children
75% achieving GLD in EYFS	4	*Not Published	70.7%
64% achieved ARE reading Key Stage 1	11		75.5%
82% achieved Are in writing Key Stage 1	11		68.2%
82% achieved ARE in maths Key Stage 1	11		75.1%
55% achieved in reading, writing and maths end of Key Stage Two	10		61.1%
55% achieved ARE in reading Key Stage 2	10		71.5%
82% achieved ARE in writing Key Stage 2	10		76.3%
64% achieved ARE in maths Key Stage 2	10		74.9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Access to 'Quality First Teaching' – Specific Focus on AFL diminishing the difference.
B.	Although results in reading have improved and more PP children are achieving ARE there is still a significant gap between PP and Non PP children. Not enough children achieving greater depth in reading.
C.	Meta-cognition and self- regulation approaches need to aim to build learners capacity to think about their own learning.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Attendance of Pupil premium children – Specifically rates of persistent absence
E.	Opportunities for home learning of reading and writing. Engagement in enrichment activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria:</i>
<b>A.</b>	PP achieve in line with national data in all subjects.	<p>All PP children will receive consistent, accurate and clear feedback within the lesson, so that next steps can be given and misconceptions addressed.</p> <p>PP lead out of class three days a week to model/coach teachers to outstanding, monitor quality of teaching, learning and specifically AFL assessment.</p> <p>Clear learning journeys are tracked back to the needs of the children and are responding to all learners.</p> <p>PP children have the gap diminished and be in line with at least national data for PP.</p> <p>Barriers to learning are identified and addressed by every teacher in every lesson.</p>
<b>B.</b>	Children to develop a love of reading and for children's reading to be in line with at least national data.	<p>All PP children heard to read every day by a member of staff.</p> <p>FFT provision to be provided to those children who need the support of the programme.</p> <p>Bespoke "Raising Aspiration" programmes are put in place to diminish the difference in reading between PP and non-PP children.</p> <p>Children to be book banded with a reading book that is specific to their reading needs all the way through the school.</p> <p>Reading Scrap Books to be used Summer Term, Year 2 onwards.</p> <p>Guided Reading, reading daily in KS1 and a minimum of 3 times a week in KS2.</p> <p>Classroom and the environments reflect the whole schools passion for reading.</p>
<b>C.</b>	English, Maths and Science lessons all include opportunities for higher order thinking, to ensure that all learners, in particular more able PP, are consistently and effectively challenged. .	<p>Children to be given time in their lessons to think about how they will approach tasks with a discussion around the most effective strategies.</p> <p>Children will be much clearer about their learning and make better progress as tasks focus on the learning process as well as the product.</p> <p>Questioning in all classes to be developed to push the learners harder than otherwise they would push themselves.</p>
<b>D.</b>	To build up opportunities within school to fill the gap of home learning around reading, key number knowledge and spelling.	<p>PP children to be read with daily.</p> <p>PP children to practice and consolidate times tables with intervention teachers and class LSA's.</p> <p>PP children to have spelling interventions, if needed.</p> <p>Curriculum to provide PP children with a wide range of experiences which enrich their lives.</p> <p>PP children to be given key roles around the school to build on understanding and responsibility.</p> <p>Greater Depth PP children to have the option to participate in</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale 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>
<b>PP achieve in line with national data in all subjects.</b>	<p>SLT to monitor that all PP children will receive consistent, accurate and clear feedback within the lesson, so that next steps can be given and misconceptions addressed.</p> <p>PP lead to coach staff on in lesson feedback that moves learning on. Staff meetings to develop impact of feedback, questioning and challenge. These meetings will be held by English leaders, maths leaders, teaching and learning leaders.</p> <p>Clear learning journeys are tracked through planning and book looks and pupil interviews.</p> <p>Lesson observations to have a clear focus on the needs of PP being responded to.</p>	Data shows that although the gap is diminishing between PP and non PP children in some areas this is not yet consistent.	<p>Regular monitoring</p> <p>Learning walks</p> <p>Use of performance management cycle to ensure high performance.</p> <p>PP lead out of class three days a week to model/coach teachers to outstanding, monitor quality of teaching, learning and specifically</p>	AJ KE SA MC -All staff	<p><b>Half Termly</b></p> <p><b>SLT meetings</b></p> <p><b>Pupil Progress Meetings</b></p> <p><b>Maths Lead £8499</b></p> <p><b>PP Lead £19895</b></p> <p><b>SENDCO £3283</b></p> <p><b>EYFS Lead PEEP £4961</b></p>

<p><b>Children to develop a love of reading and for children's reading to be in line with at least national data</b></p>	<p>All PP children heard to read every day by a member of staff. FFT provision to be provided to those children who need the support of the programme. Bespoke 'Raising Aspiration' programmes are put in place to diminish the difference in reading. LSA's to hear children read daily. Children to be book banded with a reading book that is specific to their reading needs all the way through the school. School environment to be developed to develop a love of reading. Library every lunch time to promote reading for pleasure.</p>	<p>Reading data shows that there is a gap between PP and non - PP children in reading. PP pupil interviews show that children are heard to read at home inconsistently by an adult</p>	<p>Pupil Progress review. PP children interviews. Regular monitoring of books Learning walks with a focus on high quality guided reading. Training by SM on FFT</p>	<p>AJ KE SA MC -All staff</p>	<p><b>Half Termly Twice Half Termly for FFT SLT meetings Pupil Progress Meetings</b></p> <p><b>Books £2000 FFT Trained Staff and interventions £31,204</b></p>
<p><b>English, Maths and Science lessons all include opportunities for higher order thinking, to ensure that all learners, in particular more able PP, are consistently and effectively challenged. .</b></p>	<p>Staff CPD focus on meta-cognition, challenge and questioning in these subjects. Bespoke teaching and learning coaching programmes to be implemented to enhance and build understanding of meta-cognition within the classroom. Science Squad to deliver CPD on how to build challenge, questioning and enquiry. Science squad to deliver medium term planning to ensure that challenge, questioning and enquiry are consistent across the school Maths lead practitioner to deliver CPD on building questioning for reasoning and problem solving in maths. SLT to revisit English CPD from summer term 2017 by delivering further staff meetings, coaching where needed and measuring the impact of these strategies.</p>	<p>Data shows that we need to develop challenge across the school to raise proportion of greater depth children in each year group, specifically the amount PP children achieving greater depth.</p>	<p>Regular monitoring Learning walks Use of performance management cycle to ensure high performance. PP lead out of class three days a week to model/coach teachers to outstanding, monitor quality of teaching, learning and specifically. SM to deliver further CPD on reading to all staff.</p>	<p>AJ KE SM SA MC -All staff</p>	<p><b>Half Termly SLT meetings Pupil Progress Meetings Continuously, through coaching programme.</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£69842</b></p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale 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>
<b>To build up opportunities within school to fill the gap of home learning around reading, key number knowledge and spelling.</b>	<p>PP children to be read with daily with a member of teaching staff. PP children to practice and consolidate times tables with intervention teachers and class LSA's.</p> <p>PP children, where needed, to have spelling interventions, with a member of teaching staff. Often linked to FFT.</p> <p>Teacher to ensure their curriculum provides PP children with a wide range of experiences which enrich their lives.</p> <p>All stakeholders to ensure that PP children are given key roles around the school to build on understanding and responsibility.</p> <p>Greater Depth PP children to have the option to participate in clubs and have paid for by funding.</p>	<p>Reading data shows that there is a gap between PP and non - PP children in reading.</p> <p>PP pupil interviews show that children are heard to read at home inconsistently by an adult or practice their times tables.</p> <p>Moderation shows that children need to be able to apply their times tables knowledge to a wide variety of context to push reading and problem solving skills.</p> <p>Year group and key words spellings are not yet consistently seen in children's independent writing.</p>	<p>Pupil progress meetings to track progress for PP children.</p> <p>PP lead to meet with intervention teaching staff to discuss impact and progress</p> <p>PP children forensically interrogated when looking at data and progress of our PP children ensuring that they achieve in line with their non-disadvantaged peers.</p> <p>Personal Plans enable a bespoke level of support and drilling down for each child so that their needs and barriers to learning are unpicked and addressed. – Reviewed at each data drop.</p> <p>Monitor attendance of PP parents and discuss amount of support being given at home.</p>	<p>SA KE AJ</p>	<p><b>Half Termly Twice Half Termly for FFT SLT meetings Pupil Progress Meetings</b></p> <p><b>Curriculum £ Equipment to support learning £1500</b></p>
<b>Pupils and families to continue to be given appropriate support to improve attendance/lateness and make progress in the classroom.</b>	<p>FSW to liaise with families of PP pupils to overcome issues involving poor attendance or lateness at school.</p> <p>Reviewed regularly tracking and graduated letter response.</p>	<p>Raise on line data indicated that attendance was low for FSM groups and that Persistent absence was high for FSM groups.</p>	<p>HT and FSW track and all PP attendance weekly.</p> <p>Vulnerable child meetings discuss PP children who have low attendance – planned follow up.</p> <p>Rigorous and graduated letter response.</p> <p>Contact made with all PP families with attendance below 95%.</p> <p>Traffic light letters sent home termly indicating where attendance is impacting on learning.</p> <p>Half day the HIAS attendance</p>	<p>SC AJ KE</p>	<p><b>Attendance for Pupils is reviewed fortnightly by FSW.</b></p> <p><b>FSW and attendance monitor £13534</b></p>

<p><b>Effective support for children's wellbeing and emotional needs. Children to develop positive attachments. Children make developmental progress against areas of need. Good communication to make important and sustained links with parents.</b></p>	<p>ELSA support Boxall profile used to provide a benchmark of pupil's emotional needs Structured support given to children who struggle at lunchtimes through Lunch club. Parents invited to family links Parents to have input into PP Pen Portraits.</p>	<p>Many of our PP children have emotional barriers to learning that need to be addressed prior to their academic needs. Research indicates that anxious children with attachment difficulties can find it difficult to access their learning. Parenting course run in house by FSW and local FSW  FSW to make links with PP</p>	<p>Revisit Boxall profile Regularly liaise with staff at lunch club – monitor attendance of children and progress they are making socially.</p>	<p>KE PB SC</p>	<p><b>At the end of a delivered series of sessions by teachers, parents, ELSA and FSW.</b>  <b>Boxall £1000 Councillor £3000</b></p>
<p><b>Develop high quality speech and language interventions</b></p>	<p>Complex needs identified EHCP/SENSA and IEPs. Early identification of need in Year R Speech link training disseminated to Year R staff so that they can address in Year R on a daily basis.</p>	<p>Children with language difficulties can also experience difficulties within the curriculum and noticeably with reading and writing. Speech link is recommended by Speech and language therapists and has been independently evaluated and shown to be effective in other schools. Narrative therapy used</p>	<p>Speech Links Programme Training on language links programme for Year R staff. Dedicated member of staff reasonable for delivery of Salt programmes. Narrative therapy</p>	<p>CP PB KE</p>	<p><b>Half Termly SALT Therapist £7924</b></p>
<b>Total budgeted cost</b>					<b>£26958</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale 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><b>To reduce financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</b></p>	<p>Financial support with trips, in house events, residential and participation in extra-curricular activities. In addition, support with uniform and kit so that PP children have equality of opportunity. Support for breakfast and after-school club if needed.</p>	<p>To provide these children with enrichment opportunities.</p>	<p>PP children will have bespoke spending recorded on their personal pupil premium plans. Regular liaison with parents. Targeted in some cases to ensure PP children are given access to all extra-curricular opportunities as their peers.</p>		<p><b>Ongoing, as when parents or children need support. Reviewed termly.</b>  <b>Day Trips Support £3438</b>  <b>Residential Trips support £1548</b>  <b>After school club £5000</b></p>
<b>Total budgeted cost</b>					<b>£ 9986</b>
<b>Total budgeted cost</b>					<b>£106,786</b>

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6. Review of expenditure				
Previous Academic Year 2017-18				
i. 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
ii. 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
iii. 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