



Pupil premium strategy statement (primary) 2016-17

1. Summary information					
School	Shamblehurst Primary School				
Academic Year	2016-2017	Total PP budget	£84,146	Date of most recent PP Review	June 16
Total number of pupils	458	Number of pupils eligible for PP	64	Date for next internal review of this strategy	16/02/17

2. Current attainment			
For 2015/16 cohort	<i>Pupils eligible for PP (your school)</i>	<i>National PP data</i>	<i>National average For all children</i>
20% achieving GLD in EYFS	5	52%	66%
60% achieved ARE reading Key Stage 1	5	78%	74%
20% achieved Are in writing Key Stage 1	5	70%	65%
0% achieved ARE in maths Key Stage 1	5	77%	73%
20% achieved in reading, writing and maths end of Key Stage Two	15	60%	53%
53% achieved ARE in reading Key Stage 2	13	71%	66%
73% achieved ARE in writing Key Stage 2	14	79%	74%
27% achieved ARE in maths Key Stage 2	13	75%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Access to Quality first teaching

B.	Emotional, wellbeing and attachment needs, some children have poor social skills and difficulty in forming positive relationships which impacts on their readiness to learn	
C.	Speech and language difficulties	
D.	Early intervention needs to be targeted at EYFS and Year One so that increasing gaps in learning do not develop.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of Pupil premium children – high rate of PA in 2015-16	
E.	In some cases there is deprivation within the home, including poor adult literacy and numeracy skills. In addition, there can be a lack of learning support and poor engagement with school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children achieve at least in line with national data, especially in mathematics, across the school. The quality of teaching and learning will improve and in turn outcomes for PP children will improve.	Pupil premium children have targeted interventions so that their barriers to learning are addressed and that they make accelerated progress that is in line with national disadvantaged data. Mathematics data is in line with national data.
B.	To improve the quality of teaching and learning so that PP children receive high quality teaching focusing on high expectations, monitoring of outcomes and effective feedback. Children make rapid progress in phonics and develop phonetic knowledge so they are able to apply and use sounds in reading and writing.	There is an increased proportion in good and better teaching throughout the school. At least 70% of children in receipt of Pupil Premium funding meet the required mark to pass the phonics check in Year 1. An increased proportion of children in Year Two pass the Year One phonic check
C.	Children in EYFS have early interventions put in place after initial assessments so that they are able to achieve GLD	Initial assessments completed by week 3 so that children who have significant gaps have targeted interventions in place and achieve GLD at the end of EYs
D.	Children with speech and language delays and disorders have targeted interventions put in place that are assessed on entry and monitored frequently so that speech and language barriers to learning are identified and reduced. Children in EYFS have early interventions put in place after initial assessments so that they are able to achieve GLD Children who have previously been on SALT programmes retested on entry into KS2 to ensure no GAPS have occurred and if they have they are quickly identified.	Children in Early Years are screened for speech and language difficulties and early interventions are put in place. Progress of these children monitored regularly by PP lead and LSA delivering SALT programmes. PP children make good progress on interventions. There is a noted impact within the classroom. There is a reduction of children in Key Stage 2 who require SALT.
E.	Pupil premium persistent absentees are significantly reduced and monitored weekly so that support and intervention is quickly put in place so attendance is no longer a barrier to learning	PP persistent absentees are reduced. FSW supports those PP children's families who are having difficulties in getting their children to school. Stringent and regular monitoring by HT and FSW ensures that parents are held to account for their children's lack of attendance. PP lead meets FSW fortnightly to discuss attendance data and actions that are in place to ensure strategies are in place. PP lead and FSW are completing case studies on children who are persistent absentees to monitor current effectiveness of PP absence monitoring and strategies in place.

5. Planned expenditure					
Academic year	2016-17				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for all PP children in all subjects, with a focus on mathematics	Coaching Phase meeting support Lead Practitioner to support in maths CPD Monitoring of maths teaching and learning. Maths lead to unpick barriers for PP children through pupil conferencing. Maths interventions in key stage 1 Targeted support for those children who did not achieve expected standard at YR Pupil progress meetings PP personal plans implemented Jan 2017	Raise on Line data indicates that our disadvantaged children are not making good enough progress. They are below national data for disadvantaged children and there is a significant gap between their non-disadvantaged peers.	Pupil progress meetings track progress for PP children. PP lead and Governor championing PP children forensically interrogate the data and progress of our PP children ensuring that they achieve in line with their non-disadvantaged peers. 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. Monitor attendance of PP parents at Parents Evening and rearrange appointments so that all PP attend	KE AJ BE All staff	Half termly £5k for release time £25,200 Lead Pract – proportion of salary £7,400 PP Lead
Pupils and families to be given appropriate support to improve attendance/lateness and make progress in the classroom.	FSW to liaise with families of PP pupils to overcome issues involving poor attendance or lateness at school. Regular tracking and graduated letter response.	Raise on line data indicated that attendance was low for FSM groups and that Persistent absence was high for FSM groups.	HT and FSW track and all PP attendance weekly. Vulnerable child meetings discuss PP children who have low attendance – planned follow up. Rigorous and graduated letter response. Contact made with all PP families with attendance below 95%. Traffic light letters sent home termly indicating where attendance is impacting on learning. Half day the HIAS attendance inspector – Helen Fenton	SC AJ KE	£12,444 FSW proportion of Salary Half day support HIAS on attendance £500 HIAS course attendance and monitoring £500

To improve the quality of teaching and learning so that PP children receive high quality teaching focusing on high expectations, monitoring of outcomes and effective feedback.	Coaching in place for all teaching staff. CPD focus on challenge and stretch for able children. Support in PPA by Lead practitioner and Deputy Head. Termly SIP to address rapidly improving picture of Teaching and Learning throughout the school	Raise outcomes Internal monitoring External monitoring Moderation – internal and external.	Regular monitoring Learning walks Use of performance management cycle to ensure high performance.	AJ SM Middle leaders All staff	£11,150 – Coaching HIAS coaching £3k – April
Children’s phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing	FFT intervention Introduction of twice daily phonic teaching in Year one. Specific interventions in Year one for PP children – daily from Feb 2017. PP children in Year 2 who did not secure the phonic screening check in Year one to receive additional boost in Year 2 so that 100% of Pp children in Year 2 pass the Yr one phonics check. CPD training on letters and sounds	Fewer than 70% of disadvantaged pupils met the expected standard in phonics for Year 1 according to our Raise Data. Internal data tracking – currently 50% of PP children not on track to secure Phonics check. 5/10 – three of these 5 children have SEND which will impact on their ability to reach this milestone this year.	Tracking of children’s progress in Year one – Pupil progress meetings Interventions – timed and measurable	SM SA KE LG	£5,150 Training – proportion of DHT £1k
Total budgeted cost					£71,344
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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.	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	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 families	Revisit Boxall profile Regularly liaise with staff at lunch club – monitor attendance of children and progress they are making socially.	KE HA SC	Reviewed termly £40 Boxall profile £180 days training on implementation and assessing the children £2590 Lunch club support.
PP children and children with SEND to make accelerated progress with specific area of identified need.	Precision teaching training FFT training 1.1 or small group interventions which will work alongside SEN support for some children and address a specific area of need.	Interventions are known to be effective. Regular review and impact analysis by.	Training by SM on FFT EP on PT Regular review and impact analysis by SENDCO, PP lead and English Lead. Designated time to work on interventions is planned in and the programmes are well managed and resourced.	SM LSAs KE AJ	EP training Precision teaching FFT training in house – all LSAs to deliver programmes £1000 £600 EP 2 half day training sessions in school
Develop high quality speech and language interventions	Complex needs identified EHCP 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.	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	Speech Links Programme Training on language links programme for Year R staff. Dedicated member of staff reasonable for delivery of Salt programmes. Narrative therapy	CP HA KE	Dedicated SALT provision – £8338 proportion of salary Termly monitoring of impact.
Total budgeted cost					£12,748
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce financial barriers to pupils' learning so they can access all resources to enhance their	Financial support with trips, in house events, residential and participation in extra-curricular activities. In addition, support with		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		£8000

experiences and progress within learning.	uniform and kit so that PP children have equality of opportunity. Support for breakfast and after-school club if needed.		are given access to all extra-curricular opportunities as their peers.		
				Total budgeted cost	£8000
				Total budgeted cost	£92,092

6. Review of expenditure				
Previous Academic Year 2015-16				
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
To improve the Quality of Teaching and Learning so that all children have access to good and outstanding teaching.	Employ a maths and English lead practitioner to support with planning and model excellence in Maths and English.	Not measured under previous leadership.	This was not an effective use of the PP grant. Outcomes for disadvantaged pupils were not improved and there continues to be a gap between non-pupil premium and pupil premium children.	£54,528
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
To unpick children's barriers to learning and address them through targeted intervention.	Wave 2 and 3 interventions and ELSA	Impact is hard to assess as there was no formal monitoring in place. However, our data indicates that not enough PP children made sufficient and sustained progress last year.	Unpick barriers to learning on an individual basis. Ensure timely interventions are put in place and that there impact is measured. PP to lead on tracking these children and monitoring the effectiveness of the provision.	£22812.66
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
To ensure that pupil premium children have access to enrichment activities and clubs	Fund holiday clubs, trips, residentials, uniform and music tuition.	For some children this was an effective spend and they were able to access opportunities that they otherwise would	Monitor attendance at clubs Follow up with parents – talk to children – find out whether they want to attend clubs, what are their interests, their hopes and dreams and facilitate these.	£3464