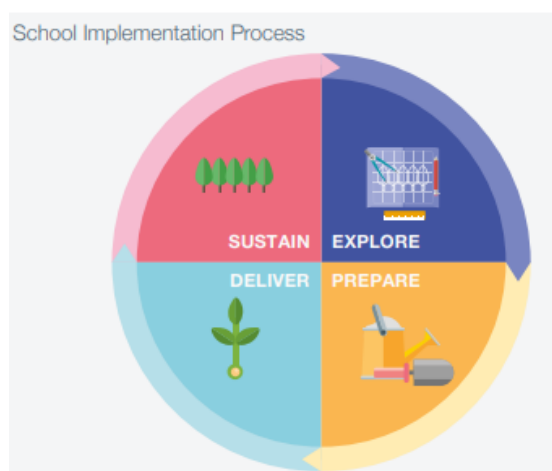


# Pupil premium strategy statement 2019-20

## School overview – Shamblehurst Primary School



Metric	Data
School name	Shamblehurst Primary School
Pupils in school	504
Proportion of disadvantaged pupils	82 - 16.26% Pupil Premium children on role % of entitlement FSM = (65) 79.26% Ever 6 = (9) 10.97% LAC/Post LAC = (5) 6.09% Service = (3) 3.65%
Pupil premium allocation this academic year	£110,080.
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	Anna Jones
Pupil premium lead	Katie Edwards
Governor lead	Dina Wilson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	- 4.5
Writing	+ 2.8
Maths	- 1.1

## Strategy aims for disadvantaged pupils

Measure	Score %
Meeting expected standard at KS2 Reading	50%
Achieving high standard at KS2 Reading	13%
Meeting expected standard at KS2 Writing	69%
Achieving high standard at KS2 Writing	25%
Meeting expected standard at KS2 Maths	63%
Achieving high standard Maths at KS2	13%
Meeting Combined at KS2	50%
Achieving high standard Combined at KS2	0%
Measure	Activity
Priority 1	<p>To ensure that PP children achieve broadly in line with their peers in reading and that barriers to reading are removed early to ensure that they are able to successfully access the rest of the curriculum.</p> <p>PP children are targeted effectively in EYFS so that they do not fall behind in this key stage in our school.</p> <p>Invest in high quality assessments so that teacher's formative assessment based on reactive teaching can be supported by summative assessments.</p>
Priority 2	<p>To embed the Shamblehurst enquiry based curriculum to ensure that PP children acquire the knowledge and cultural capital they need to succeed in life.</p>
Barriers to learning these priorities address	<p>Teachers and LSAs understand how to teach reading and embed reading skills. They are confident and clear in their understanding of our reading policy, which is modelled and monitored regularly. Let's Think is taught well and enables children to infer and make deductions from a variety of texts including film so that children can then apply these in the wider curriculum.</p> <p>Assessments are used diagnostically, including question level analysis to unpick gaps and barriers to understanding.</p> <p>We will continue to provide CPD to embed and review the Shamblehurst curriculum intent and its impact on our children. By providing an inspirational curriculum, that has concepts at the heart, our children are encouraged to think deeply and challenge their ever changing world. Children are encouraged to debate and have a voice. They are given exciting opportunities to learn and authentic audiences to view their learning. They push boundaries and are able to try new things. They can</p>

	<p>acquire new skills and are given new and challenging opportunities to make their way in today's world.</p> <p>Children have regular P4C sessions that develop and expand their thinking and ideas.</p>
Projected spending	£30,685.75

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve positive progress scores in reading in KS2 that indicate children in receipt of the PP achieve above average scores	July 2020
Progress in Writing	To achieve positive progress scores in Writing in KS2 that indicate children in receipt of the PP achieve above average scores	July 2020
Progress in Mathematics	To achieve positive progress scores in reading in KS2 that indicate children in receipt of the PP achieve above average scores	July 2020
Phonics	Continue to be above National Average in the Phonics Screening Check, ensuring children in receipt of the PP achieve in line with their peers.	June 2020
Other	A higher proportion of our PP children achieve a higher level of achievement in reading, writing and mathematics combined at Key Stages One and Two.	June/July 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	<p>To introduce a reading policy that is rigorous and thorough. There is a clear progression within the policy that ensures children build on their learning and have extended opportunities to embed what they have learnt.</p> <p>Within the policy there are clear expectations set for children in receipt of the PP at different milestones.</p> <p>EYFS – All children achieve early learning goal in reading.</p> <p>Year 1: Children are reading Orange books at the end of the year and therefore are Year 2 ready.</p> <p>Year 2: Children achieve at least ARE with a higher proportion achieve at exceeding.</p>

	<p>Year 4: Children maintain or improve their ARE judgement from year 2. Children are reading at least Brown books.</p> <p>Year 6: Children achieve at least ARE.</p> <p>These milestones are for children in receipt of the PP who have no complex additional needs.</p>
Priority 2	To embed metacognitive strategies in the classroom where teachers model inference making by thinking aloud. Pupils are able to articulate verbally and through writing in both English (Outlined in the EEF guidance report on improving literacy at KS2) and mathematics.
Barriers to learning these priorities address	<p>CPD to ensure a consistent approach to the modelling of reading strategies. EEF guidance to be shared with all.</p> <p>Modelling and monitoring of the reading policy enables staff to articulate the teaching of reading in their class and to address the gaps in understanding and knowledge of the children within their class. Staff are experts at teaching reading.</p> <p>Speech link test in Year 3 to be used as a priority on those who didn't achieve reading at KS1 to identify if language is the barrier.</p> <p>Build assessment of language into all year groups to ensure that the correct language barriers are being worked on by all.</p> <p>Bedrock vocabulary provision is used to target children in receipt of the PP through an interactive three times a week programme. Use the assessment tool within this programme to assess progress.</p> <p><a href="https://www.bedrocklearning.org/how-to-use-formative-assessment-strategies-the-right-way/">https://www.bedrocklearning.org/how-to-use-formative-assessment-strategies-the-right-way/</a></p>
Projected spending	£39,648.

### Wider strategies for current academic year

Measure	Activity
Priority 1	To carry on providing a family support worker to support families with attendance issues as well as families struggling with the pressures of life. Attendance monitoring quickly picks up children whose attendance is below 95% and whose lateness peaks over the 20 minute threshold with two incidences so that it does not become a barrier to learning.
Priority 2	To ensure that PP children have access to the wider curriculum offer i.e residentials, after school clubs, musical tuition, breakfast and afterschool provision.

	Ensure that the curriculum is global and inspirational and opens up the world for children.
Priority 3	To continue to provide a place of support away from the main playground at break times and lunchtimes where children can seek the support of an adult.
Barriers to learning these priorities address	By improving attendance and readiness to learn for the most disadvantaged pupils and ensuring that teachers/LSAs catch children up who are late - we will plug gaps in children's understanding caused by absence or lateness. Regular twice monthly attendance monitoring quickly picks up children whose attendance is below 95% and whose lateness peaks over the 20 minute threshold with two incidences, so that children do not miss out on the curricular offer we provide. Lateness and attendance is a key focus in pupil progress meetings.  LSAs have addressing the needs of late learners within their performance management so that they can be proactive in ensuring these children do not fall behind.
Projected spending	£33,644.82
Projected overall spending for the year	£112,690.82 (over spend of £2,610.82)

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that staff have enough time to embed and review strategies. Ensure that best practice is shared across the school. Ensure there is a regular review of aims and priorities and that these are supporting our children to be successful.	Staff meetings and CPD organised to meet the priorities of the school. Including time on inset days.  Ensure time is given for staff to share best practice and observe strengths across the school and in other schools where appropriate.
Targeted support	SALT delivered regularly in KS2 to children identified. Language gaps identified correctly and correctly planned for by teacher and support staff. Sharing of successful metacognitive strategies are modelled by both teachers and teaching assistant.	SALT lead to increase the capacity of SALT in KS2 by training other members of staff in effective methods of pre-teaching, narrative therapy and SALT activities.  Teachers to be provided with CPD on how to identify the language gaps within their class and build opportunities for these

		<p>to be addressed in class and in bespoke interventions.</p> <p>Time to share best practice of effective modelling across Year groups and KS</p>
Wider strategies	<p>Engaging families who are facing the most severe of challenges leading to poor attendance and school engagement.</p> <p>Encouraging PP children to attend further curriculum offers consistently.</p> <p>Identifying families who need help funding residential school trip offers or club. The first five spaces of all clubs reserved for PP children.</p>	<p>Work closely with all agencies to ensure families are offered the support they need.</p> <p>Track closely the PP children who attend clubs and ensure they are offered places.</p> <p>Build strong relationships and have open lines of communication between all stakeholders to ensure children who may need financial assistance are quickly identified and the appropriate help offered.</p>

**Review: last year's aims and outcomes – see separate appendix**