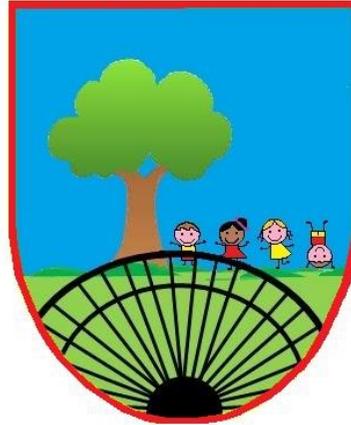


Shilbottle Primary

Fun, Respect & Friendship



Pupil Premium Strategy Statement

2018 – 2019

2017 – 2018 [review]

Pupil premium strategy statement 2017/18

1. Summary information					
School	Shilbottle Primary School				
Academic Year	17/18	Total PP budget	£30800	Date of most recent PP Review	Oct 18
Total number of pupils	143	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Jan 19

2. Attainment KS1 for 17/18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expected levels in Phonics Screening Test	75%	81%
% achieving in reading, writing and maths (all areas)	75%	79.4%
% making progress in reading	75%	83.3%
% making progress in writing	75%	83.3%
% making progress in maths	75%	85.3%
Attainment KS2 for 17/18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving in reading, writing and maths (all areas)	0	79.4%
% making progress in reading	75%	83.3%
% making progress in writing	75%	83.3%
% making progress in maths	75%	85.3%

1. Barriers to future attainment to be addressed in 18/19 (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Develop basic mathematical skills
B.	Speech and language skills upon entry into Reception are at a lower level for PP children when compared to Non PP
C.	Achievement at greater depth for core areas is lower for PP children than Non-PP children (8.7/15.6)

D.	Reading levels of PP children are lower than Non-PP particularly for those gaining great depth of understanding.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Supported home learning, including mathematics and reading.
F.	Continue to target low attendance of vulnerable children and build on successes of 17/18.

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will gain confidence in mathematical reasoning through rapid recall of basic mathematical concepts and facts.	Scores from class tests and review of assessment data should show increase in mathematical attainment.
B.	Upon entry level Speech and Language skills increased and PP children achieving in line with Non-PP children by the end of EYFS	Upon entry data shows increased S&L skills for PP children. Data for PP and Non-PP children shows rapid progress for PP children to ensure they meet the ARE by the end of EYFS.
C.	Increase in PP children working at greater depth level. New assessment system used to identify specific areas of the curriculum to be addressed to enable PP children to be targeted for support at the greater depth level.	Data reports show PP achieving greater depth in reading, writing and maths as other groups.
D.	Accelerated progress for those PP children identified as not achieving ARE in reading. Data shows PP children achieving a greater depth of understanding in reading is at the same level of Non-PP	Data and moderation meetings show rapid progress at all levels for PP children in reading.
E.	Increased support from families of PP children. 'Achievement for All' programme to target the development of home/school partnership work and support of PP families.	Increase in PP children reading regularly at home. Decrease in need for school daily reading support.
F.	Continue to monitor attendance and support families to maintain improved Persistent Attendance rate reduction. (15% PA rate reduced by 36% for FSM children in 17/18)	Further reduction in Persistent Attendance rates.

3. Planned expenditure

Academic year	18/19
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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 Speech and Language skills upon entry and exit of EYFS	<p>CPD for school staff. Continue to support preschool setting staff in developing S&L skills following their restructure.</p> <p>Review use of Talk Boost programme and ensure staff trained.</p>	<p>We want to increase the links with the preschool providers to ensure the transition into the School's EYFS setting is seamless and children are prepared</p> <p>Working with the SLCN specialist we will develop support programmes.</p>	<p>CPD opportunities will be selected on evidenced effectiveness. EYFS staff will disseminate training to both preschool and school staff to ensure children are supported beyond the EYFS setting.</p> <p>Observations and moderation will evaluate the impact of training. Preschool data should show children entering school at a higher level.</p> <p>Newly appointed SENDCo and SLCN specialist to develop a programme of support.</p>	<p>Deputy Head (EYFS teacher)</p> <p>SENDCo</p>	<p>October 2018 (£1500)</p> <p>(£2750)</p>
Improved levels of children achieving at the greater depth level across the school in all areas.	<p>Training for challenging higher attaining children. Personalised PP action plans developed as part of the Achievement for All programme will enable teachers to identify key strengths and targeted support.</p>	<p>PP children are not achieving at the same level beyond ARE than Non-PP children.</p>	<p>CPD opportunities will be selected on evidenced effectiveness.</p> <p>Leads will monitor and evaluate the impact on raising attainment and data will show an increased level of PP children achieving beyond ARE.</p>	<p>Literacy Lead</p> <p>Maths Lead</p> <p>PP Lead</p>	<p>Sept 2018 (£3000)</p>

Continuation of the Achievement for All programme with a focussed target group of raising attainment for PP children and increasing home/school links.	Review successes of previous years programme (such as increased attendance). Support parents with new curriculum developments to enable home support to be more effective.	AfA Impact Report Price Waterhouse Coopers Impact Assessment Studies show high levels of effectiveness of the programme.	CPD by AfA lead and appointment of 'School Champion' to develop manageable systems within the school. Monitoring of achievement of PP children. Increased levels of home/school collaboration. PP Lead appointed to monitor parental meetings.	Head Teacher	Ongoing (£7000)
Increased home learning support for children.	Support parents with the requirement of the curriculum and to ensure they are fully aware of the expectations at all stages of their children's development.	Feedback from parents through extended support meetings in the previous year has shown parents need guidance in how best to support their children with their learning.	A programme of support ideas for parents, including workshops, will be developed and implemented throughout the year.	HT Subject Leaders	Sept 2018 (£3500)
Total budgeted cost					£17750
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?
Improved Speech and Language skills upon entry and exit of EYFS	CPD opportunities Write Talk Talk Boost Training and Resources etc			Deputy Head	Oct 2018 (£2500)

Increased rates of PP children achieving at all levels within Mathematics.	Development of the Maths No Problem curriculum supported by Classroom Monitor assessment system will enable early identification of target children. Train and support Math Lead in School through NCETM and The Great North Hub	Endorsed by DfE, NCETM and OFSTED NCETM Conference showing increased outcomes through participation and training.	Staff will be fully trained in both Maths No Problem and Classroom Monitor at the beginning of the academic year. Analysis of key performance indicator performance will enable staff to identify children requiring support to achieve ARE and to work beyond ARE. CPD and staff training	Maths Lead	Sept 2018 (£2000) (£3250)
Targeted small group and one-to-one support	Class teachers to identify PP children requiring support during targeted intervention time. Staff meetings will be used to share effectiveness of strategies. Develop TA skills through training (including Edge Hill Uni courses).	Education Endowment Foundation research indicates one-to-one or small group interventions enable children to make rapid progress and ensure children achieve in line with their peers. Previous successes and collaboration with other schools using programmes.	Class teachers will identify the need for and monitor the effectiveness of targeted support. Successful strategies will be shared with all staff to ensure good practice throughout the school. Assessments and data analysis will identify the effectiveness of the support. Training booked to increase support staff skills and appropriate resources commissioned including assessment programmes.	Class Teachers SLT	Sept 2018 (£18000) £5250
Total budgeted cost					£31000
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?
Increased levels of readiness to learn amongst PP children.	Identify children who require emotional, social and behavioural support and allocate key staff member to work with them.	The Targeted Mental Health in School Study and other research projects (ORCA) show providing children with one to one emotional support has a real impact on their academic achievement	Children's need to access the support should be reduced over time as they develop into more independent learners and demonstrate an increased level of readiness to learn. MHA to access training and share with staff in order to ensure those children identified as needing mental health support make progress in line with peers.	SLT Mental Health Ambassador	Sept 2018 (£1750)

Increased staff skills	Identify support programmes and materials which could support PP in achieving ARE. Train lead staff and share practice. Acquisition of materials	Where a need is identified both support materials and staff training opportunities will be investigated and acquired. These will have been evaluated by the subject leader to ensure they are proven to be effective.	Class teachers, subject leaders and SLT will review the effectiveness of new initiatives each half term.	Class teachers Subject Leaders SLT	On going (£2500)
Increased readiness for learning.	Subsidise the Education Welfare Support, milk, fruit and sports equipment as appropriate.	Children who are emotionally and physically supported are more likely to achieve academically.	Contributions towards costs to enable children to be prepared to learn will be regularly monitored.	Head Teacher	Ongoing (£1250)
Children to access a range of learning opportunities	Subsidise access to clubs, educational visits, swimming costs etc	Learning beyond the classroom allows children to access and potentially develop skills they would not otherwise be able to access. This will also have an on English skills as children can discuss and write about real experiences. Develop PP awareness beyond the local community through residential visits to larger towns and cities.	Contribution towards costs to enable children to access a range of activities and develop skills in areas they may otherwise not be able to access. Children gain increased awareness of opportunities available to them in order to inspire and engage.	Head Teacher	Ongoing (£4250)
Increased partnership collaboration	Develop links with preschool, high school and other primary schools to share good practice.	Shared practice enables the school to access a range of strategies being used to support to PP children and evaluate their effectiveness in real terms as well as their suitability to our own school. Working with preschool settings will enable children to enter school with an increased level of attainment. Partnership work with the High School will ensure PP move onto the next phase of their learning journey fully supported.	A range of collaboration opportunities will be investigated. Deputy Head to work with preschool, Head Teacher to work with High School and all staff to share good practice with other primary schools.	All staff	Ongoing (£2500)
Total budgeted cost					£12750
Total budgeted cost for all areas (i,ii,iii)					£61500

4. Review of expenditure			
Previous Academic Year			
Strategies identified in PP statement for 17/18			
Focus area	Actions taken and 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
Small group support	Support for post and pre learning activities. Intervention support (Accelerated Maths and Reader, Speech support and targeted RWInc groups)	Children have begun to access Mathletics for continued support. Literacy Planet has been introduced to support home learning. RWI continues to be very effective and following collaboration work with the Tyne Valley Teaching Alliance the Literacy Leader implementation of the RWInc spelling support in 17/18 has also proven effective. First Class in Number 1 has been introduced and successfully implemented and therefore will be extended to other year groups in the coming year.	£9267
Emotional, social and behaviour support	Target children were supported using ELSA which enabled them to get back on track for learning. Target children's attendance increased.	Continuation of support in following year.	£1079
Training needs and resources	RWI training and books, Dyslexia training and Maths No Problem introduction training and books. MAPA training for all staff to meet the needs of children with emotional difficulties.	Continuation of all programmes as results for year show increase in year on year achievement for target PP children.	£8255
Swimming sessions	Funding of swimming lessons and additional lessons beyond school. Of target PP group only one child is continuing swimming lessons beyond target year groups.	Funding for out of school lessons in 17/18 for target child following discussions with parents.	£1610
Residential, educational visit and club funding.	Funding contributions for children to access out of school learning opportunities. Social and emotional enrichment.	Continuation of funding and increased level of experiences in 17/18 such as access the residential experience to London for the new Year 6 children.	£4134

Improving readiness for learning.	Subsidy of Education Welfare Support, milk and fruit. All PP children ready for learning, no health issues.	Continuation of support in 17/18	£1238
Partnership collaboration	Moderation meetings and collaboration work with Friendly Frogs and High School. Includes cost of increased level of work with Friendly Frogs such as TA and Deputy Head time.	Continuation of support through the evaluation of systems introduced this year for children commencing EYFS, such as training and implementation of Continued development of the learning environment.	£1176
Achievement for All	Collaboration with School Coach. Training needs of all staff. Increased work with PP families and supporting home learning. Attendance has increased and interaction with target families increased.	The successes will be further developed in the coming year in partnership with the coach.	£7000
		Total Expenditure	£33759

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Data available via Classroom Monitor and SIMS to evidence increased levels of attainment and attendance.