# Shanklea Primary School: September 2017-2018 Pupil Premium Strategy Statement:

|  |  |
| --- | --- |
| 1. **Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018** | |
| **A.** | Low self-esteem of some pupils. |
| **B.** | Lack of resilience; pupils give up too easily when they find the work they are doing is difficult. |
| **C.** | Poor literacy and numeracy skills of some pupils. |
| **D.** | The need to further increase the percentage of good and outstanding teaching and ensure it impacts positively and effectively on the progress and attainment of all pupil premium children. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Outcomes and success criteria for summer 2018** | | | | | | | |
| **A.** | **End of Year Rec 80% of pupil premium children to achieve expected GLD standard:** Reading 80%, Writing 80%, Maths 80% and combined RWM 80%. (4/5 pupils)  The combined RWM target for pupils who are not eligible for pupil premium funding is 90%. | | | | | | |
| **B.** | **End of Year 1 80% of pupil premium children to achieve expected standard:** Reading 80 %, Writing 80%, Maths 80% and combined RWM 80%.  The combined RWM target for pupils who are not eligible for pupil premium funding is 90%. (8/10 pupils) | | | | | | |
| **C.** | **End of Year 2 80% of pupil premium children to achieve expected standard:** Reading 80 %, Writing 80%, Maths 80% and combined RWM 80%.(3/4pupils)  The combined RWM target for pupils who are not eligible for pupil premium funding is 90%. | | | | | | |
| **D.** | **End of KS2 (Year 6) 80% of pupil premium** **children to achieve expected standard:** Reading = 80%, Writing = 80%, Maths= 80 % and combined RWM = 80%. (5/7 pupils)  The combined RWM target for pupils who are not eligible for pupil premium funding is 90%. | | | | | | |
| **E.** | **To significantly improve the attainment and progress of the most able, particularly those in receipt of pupil premium funding, so they all achieve a high score and exceed age related expectations.** | | | | | | |
| **Planned expenditure 2017-2018** | | | | | | | |
| 1. **Quality of teaching for all: to improve the percentage of good and outstanding teaching to 100%.** | | | | | | | |
| **Desired outcome** | | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **Impact** |
| **1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.** | | \* External pupil premium review, new pupil premium strategy statement published online and CPD on expectations/strategies to improve the progress/attainment of pupil premium children. November 2017.  \* Subject leaders and HT to QA lesson planning to make sure tasks are matched to ability and are challenging. Will also monitor the quality of teaching and the primary curriculum to ensure both secure good progress.  \* Lesson observations focused on PP pupils which show that staff always have them as a priority. (SIP visit – September 2017) |  | * QA planning records * Book scrutinies * Learning walks * Introduce teaching assistant intervention folders and QA these to ensure tasks stretch and challenge. | HT & SLT | | Jan 2018- 95% teaching good or better; April 2018-95% teaching good or better;  95% of PP pupils making good progress; Autumn term 2018;  95% of PP pupils making good progress in maths Spring term and 95% making good progress in English Spring term 2018.  Monitoring during Spring Term shows PP pupils are well known to staff on an individual basis and their learning needs are being addressed.  Monitoring indicates all subject leaders have increased challenge and pupils achieving more highly.  Performance Management reviews Spring Term 2018 demonstrated PP targets being met.    High quality feedback and marking in maths English and science.  Clear next steps marking which is age and attainment appropriate is helping pupils make outstanding progress.  % PP pupils made outstanding progress Autumn term 2017.  Feedback and marking remains strong and is having an impact. Marking codes in English and Maths are enabling pupils to respond effectively to feedback. |
| **2) All teachers and TAs have a performance management target linked to pupil premium or SEND outcomes.** | | \* Performance management targets linked to pupil premium/SEND outcomes agreed by end of Oct for teachers and TAs. (November 2017) | Pupil premium outcomes were excellent in 2017 but wish all staff to feel more accountable for raising the attainment and progress of pupil premium children. | HT and performance management governors to QA. | HT -teachers  HT- TAs | |
| **3) Further improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.** | | \* As well as marking disadvantaged pupils’ books first, all teachers to speak to each disadvantaged pupil every lesson and give them personalised support to move their learning on.  \* Pupil/parent voice survey (1/12/17) to find out if marking and homework is helping pupils to significantly improve their work.  \*Teachers to give 5 minutes at start of each lesson or registration for pupils to respond to marking.  \*Teachers to increase the number of challenges given as feedback.  TERM TWO  \*Sharing good practice training session to identify strategies used successfully in one subject that could help in another.  \*Introduce SPAG tests in science, history and geography to enhance spelling and extend subject specific vocabulary.  \*Marking code to help pupils respond to feedback by giving examples introduced. | High quality next steps marking that sets additional age/ability appropriate learning challenges to remedy challenge aspects  TERM 3  \*In depth marking with increased challenge for PP pupils at EYFS in Maths and English. | Half termly book scrutinies and learning walks to see if next steps marking is moving the learning on rapidly.  Survey has shown that we need to increase the time pupils have to respond to feedback and marking.  Increased frequency of challenges for all abilities. | All teachers  HT and KS to QA | |
| **4) To ensure all staff ask probing questions that effectively check and deepen pupils’ understanding, challenge pupils to explain their reasoning and extend their thinking.** | | \* CPD delivered in /September 17 January/Feb by the Teacher Development Trust to improve teachers questioning skills; will include INSET on the use of questioning when using Mastery Principles to increase pupils understanding.  **TERM TWO**  \*Sharing good practice training session 2/18 to further extend questioning skills and identify successful strategies.  \* Teacher Development Trust to deliver a session on questioning and enquiry with a specific focus on the more able.  **TERM THREE**  Learning Walk by Headteacher/SLT/SIP with focus on questioning 5/18 to measure impact of training.  Sharing good practice training session with focus on questioning and enquiry. |  | Learning walks and lesson observations. | INSET by SLT/ Phil Spoors (Teacher Development Trust).  HT to QA | | Classroom observations showed teachers using a range of questioning strategies which increased pupil progress.  Monitoring Spring Term 2018 to show increased range of questioning techniques in use.  More pupils answering questions particularly girls. |
| 1. **Targeted support for pupil premium children to help them catch up with their peers.** | | | | | | | |
| **Desired outcome** | | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **Impact & further actions** |
| **MATHS**  **End of KS2 (Yr6) % of pupil premium children to achieve expected standard.**  **End of Yr2 % of pupil premium children to achieve expected standard.**  **End of Yr 1 % of pupil premium children to achieve expected standard.**  **End of EYFS % of pupil premium children to achieve expected standard.** | | \* Continue to improve targeted support via “360 VLE ” Acceleread, My Maths, Rising Stars, Sum Dog and pupil support books.  Maths Mountain reward system  Magic Maths  \*Dyscalculia tests for disadvantaged pp pupils to identify areas of weakness and appropriate intervention.  \* NCETM subject knowledge audit to be done online by all teachers. 12/17  \* INSET by Great North Maths Hub to improve subject knowledge. 11/17  **TERM TWO**  \* Maths TAs to boost year 6 maths skills.  \* After School Booster/ Homework Classes from 1/18.  \* maths intervention. One hour weekly sessions one to one for 11 weeks. Involving all PP pupils  \* PP pupils in Yr 6 diagnosed with dyscalculia have daily one to one 10 minute interventions.  \* Learning TAs weekly session with year 6 pupils to boost maths+ English skills.  \*After school Booster classes after January 2017 involving teaching assistants. Programme of sessions targeted at specific groups of children in place to meet individual needs.  \*Weekly booster classes in place for more able pupils and pupils who need support to achieve expected standard.  **TERM THREE**  Increase daily dyscalculia one to one session to 20 minutes for one pupil. | Pupil premium maths outcomes are too low and well below the average for others nationally.  Maths Recovery Programme  Use of specialist Maths teachers  Additional specialist Maths teacher for smaller, focussed groups.  Lunchtime e-learning sessions | Challenging performance management targets, learning walks and workbook scrutinies. | | Maths leader GB | End of Autumn term assessments show :-  % Yr 6 at expected standard. All YR 6 PP pupils made good progress from their starting point.  In Yr 2, % PP pupils on target to get expected standard  In Yr 1, %PP pupils on target to get expected standard  % YR PP pupils made good progress from their starting point.  English and Maths intervention has increased pupil confidence and engagement resulting in increased progress.  Detailed feedback from has enabled teachers to monitor progress of individuals carefully and plan for next steps learning which has increased progress.  Feedback from pupils is positive and they feel it is helping them to improve.  % Yr 6 at expected standard. % above expected standard. All Yr 6 pupils made good progress from starting point.  Yr 2/1/YR % on target to reach expected standard.  All pupils made good progress from starting point.  Y2/1/YR % on target to reach standard.  All pupils made good progress from starting point.  % attendance (95% of PP pupils to meet national expectation) and persistence absenteeism to be reduced |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **READING**  Raise the importance of reading across the school and quickly establish a stronger reading culture.  End of KS2 (Yr6) 80% of pupil premium children to achieve expected standard.  End of Yr 2 80% of pupil premium children to achieve expected standard.  End of Yr 1 80% of pupil premium children to achieve expected standard.  End of EYFS 80 % of pupil premium children to achieve expected standard. | \* Whole school subscribed to First News. Weekly homework and classwork. Advice given to parents about using at home. Including an app they can download.  \*Use Motivation for Reading Tests to identify and remove barriers to reading.  \* English coordinator to attend Newcastle Book Festival for schools 11/17 and Reading Training implement at least three strategies with all staff. Use of reading quadrants and post- it note priority.  \* 1st 15 mins of each morning is spent reading during registration; pupil premium children obtain support from, teachers, and specialist TAs.  \* Use of Acceleread Reading Programme to motivate readers and assess progress.  \* Reading reward scheme; pupils select appropriate reading books as their prizes – Reading Rollercoaster  \*Exciting new reading areas in classrooms and library established open to pupils every lunchtime.  \*Reading display established in main corridor which is focus for a termly reading quiz. Whole school take part and winners choose book of choice.  \*Visit of authors 10/17 session with whole school then writing workshops with years 4,5 and 6.  **TERM TWO**  \*Further analysis of Motivation for Reading tests for PP pupils to identify specific barriers.  \*Introduce two times 60 minute guided or shared reading sessions for the whole school with all PP pupils having one to one support.  \*Develop a reading group for girls based on the bloggers they follow on YouTube and using books Book Talk recommended by WH Smith.  \*Reciprocal reading intervention 2X20 minute sessions for KS2 pupils.  \* Reading Rollercoaster and half marathon reading challenge introduced for whole school. Parents invited to join in.  \* Reading developments included in half termly newsletter to parents.  **TERM THREE**  \*Continue with twice weekly paired reading sessions with all PP pupils working with an adult.  \*Continue to prioritise and publisise reading marathon to pupils and parents.  \* Develop indoor and outdoor reading/library areas.  \*Reading display with focus on favourite place to read/person to read with. | Some pupil premium children have low reading ages and reading records show parents do not hear them read at home on a regular basis. Low reading ages impact on achievement across the curriculum. Interventions and computer learning regularly available to PP children  The need to provide more opportunities for pupils to read an increased range of texts which are appropriately challenging.  Pupil premium reading outcomes are lower and some below the average for others nationally.  Lunchtime e-learning sessions  Coaching Cycles and peer mentoring through shared reading  and guided reading. | Lesson observations and learning walks to QA quality of reading support provided.  New “Reading champions” , librarians, digital leaders - TAs to be trained so they provide high quality reading support. | English leader KS2 staff | Reading reward scheme and other actions we have taken have seen a rise in pupils reading for pleasure.  This is backed up by comments from parents.  PP pupils in Year 6 on track to achieve 95% target. The remainder have SEND and behavioural issues which impact on progress.  More Able PP pupils in Year 6 on track to achieve standardised scores of 110+.  PP pupils in Year 2/1/YR on track to achieve 95% target  .  PP pupils have achieved % target  More able pupils in year 6 (%) working above expected standard.  All PP pupils have made good progress from starting point.  Reading Rollercoster -% non PP got progress award and % PP.  Increased frequency of reading and rangeof text types read. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WRITING**  **End of KS2 (Yr6) % of pupil premium children to achieve expected standard.**  **Most able pupil in year 6 to achieve higher standard.**  **End of Yr % of pupil premium children to achieve expected standard.**  **End of Yr % of pupil premium children to achieve expected standard.** | \* Audit /increase extended writing opportunities across the curriculum and in English. 20/1/17.  \* Arrange for 2 guest authors to visit in January & April to promote reading for enjoyment and develop extended writing. Attractive displays in every classroom to celebrate improved writing standards.  \*Author visit, Whole school talk then workshops with year 6 + Able Writers in KS1 and KS2. Teachers to develop the writing the pupils completed with author.  **TERM TWO**  \*Female author visit with workshop for KS2 .  \*Extended writing displays in all classrooms linked to author visit.  \*Pie Corbett training on “Talk for Writing” for teachers, 2/18 cascaded to TAs to ensure greater consistency. New resources purchased.  \*SPAG boosters in place weekly for more able year 6 pupils.  **TERM THREE**  \*Female author, to work with girls in all year groups 15/5/17  \*English coordinator KS to run writing workshop with boys 5/17  \*Use the local environment more as a stimulus to creative writing.  \*Develop “recount” writing with a focus on writing newspaper reports following “Talk for writing” training.  Enter national Writing Competitions  Further training session based on “Talk for Writing” looking at persuasive writing 16/5/18. | The need to maintain current high standards in writing achieved at the end of KS2 in 2016 and further improve writing across all year groups.  Whole school Writing theme linked with KS2 comedy performance. | English lead to quality assure for maximum impact.  All teachers will be made accountable for raising attainment in writing. | English leader KS1/ KS2 | Too early to monitor impact of author visit but end of Autumn Term assessments show that PP pupils in all year groups are on track to achieve their targets including the more able year 6 pupils who are on target to achieve the higher level.  Yr 6, % at expected standard achieving target. Need to push more able pupil to exceed standard.  YR2/1/YR, % on target to achieve expected standard  reach expected standard.  . |
| **MOST ABLE**  **To significantly improve the attainment and progress of the most able, particularly those in receipt of pupil premium funding, so they all achieve a high score and exceed age related expectations.** | \* Update the most able register.  \* Focused learning walks/book scrutinies to check most able are being stretched, challenged and moved on to more demanding work.  \* As a staff development opportunity identify a member of staff to:   * organise the Challenge Club for most able pupils, * establish links with a local university to organise competitions and raise aspirations and * register/coach pupils for the UKMT challenge.   **TERM TWO**  \*Registered for UKMT weekly sessions starting 13/2/18  \*ICT lessons about programming and algorithms, Lego masters  **TERM THREE**  \*Week beginning 15/5/18 greater focus on writing in Year 6. More able pupil supported by TAs during writing sessions to enable them to achieve above age related expectations. | Most able, including those who are disadvantaged should have opportunities to tackle more challenging tasks. | Book scrutinies, learning walks and lesson observations.  Termly MA lead reports and HT reports to governors. | HT & SLT most able  gov lead | More able pupils EYFS/KS1/Yr 6 achieving standardised scores110+ in M/R end of Autumn term 2017.  Data analysis at end of autumn term shows 100% progress  More able made good progress in maths and reading and 95% made good progress in writing.  More able pupils in Yr 6 achieving standardised scores 110+ in M/R end Spring term 2018. In writing working at expected standard.  Data analysis at end of Spring term shows 100% of more able made good progress in writing and maths and 95% in reading. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Other approaches to raise the attainment and progress of pupil premium children.** | | | | | |
| **Desired outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact & further actions** |
| **Remove the financial barriers to learning for pupil premium children and provide an exciting range of enrichment activities across the curriculum.** | **\*** Ensure that educational visits, residential, music instrument lessons and other enrichment learning opportunities are attended by all children regardless of their financial situation.  \* Arrange for “Poverty Proofing the School Day Audit” to be done by the Children North East Charity. Survey completed by 12/17. | Full inclusion for all – promote awareness amongst school population  PP pupils to enjoy Education and show greater resilience in judgments in Business Partnership activities and following pupil feedback we have arranged more sessions for summer term. | Ensure all pupil premium children attend trips, residentials and enrichment activities. | KL | Poverty Proofing audit complete. Training session for staff planned for 31/1/18.  Finalise action plan and implement actions. |
|  | **TERM TWO**  \*Training session run by Children North East following Poverty Proofing audit.  \*Action plan following Poverty Proofing audit completed and actions implemented.  \*Northumberland Education Business Partnership work related learning sessions. All disadvantaged pupils involved.  **TERM THREE**  \*Education Business Partnership work related sessions planned. Enterprise ‘Virgin Money Year 6 “Your teacher is a Vampire” 6/7/18. Years 6 “Brilliant Bags” 15/6/17.  Residential visit to Edinburgh or all PP pupils in years 6. |  |  | HT | Action plan completed following Poverty Proofing audit.  All staff have greater awareness of PP pupils’ needs and how actions in school affect them.  New procedures in place to ensure PP pupils not discriminated against in any aspect of school life. |
| **Remove other barriers to learning, raise self-esteem and build learning resilience, so pupils do not give up when they find the work they are doing difficult.** | \* Identify each pupil premium child’s barriers to learning and produce a personalised action plan (Pupil Passport) to show what we are doing to overcome the barriers, develop confidence and aid progress.  \*Whole school Barriers To Learning Spread sheet in place. Staff identified barriers and appropriate support for individuals. Reviewed termly or more frequently if needed.  \* CPD on “Challenge, differentiation and mastery” 4/9/2017 and 24/1/18  **TERM TWO**  \*CPD session for staff on stretch and challenge run by Teacher Development Trust.  **TERM THREE**  \*In Maths, English and Science pupils in all year groups to start working in new exercise books after Whit which will transfer with them to the High school. | These barriers are affecting the progress of disadvantaged pupils  Measure impact of CPD session but monitoring shows PP pupils more involved in answering deeper questions during lessons. Embedment of mastery of basic skills and application in varied contexts.  \*Continue to implement actions from Poverty Proofing The School Day Action Plan.  Personalised support for pupils has raised self- esteem particularly for PP pupils across the phases who are showing greater engagement in lessons. | INSET and guidance to aid a consistent approach. | HT | All PP pupils in Years 4 and 5 will attend residential visits which should impact on self- esteem and social skills resulting in increased progress and motivation in lessons. The other % of year 6 attending residential during summer term.  Meet with PP lead from CLV to discuss transition of PP children including pupil passports and other actions suggested in Poverty Proofing The School Day audit. (May 2018) |
| **Further reduce absence rates of pupil premium children to help improve attainment.** | \* Attendance review conversations/ meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.  \* Improved attendance rewards (certificate & book) for pupils who manage to improve attendance by 5/10%. Awarded every half term.  **TERM TWO**  \*New attendance reward scheme in place focusing on improved attendance. Parents informed on Jan newsletter as part of article about importance of regular attendance.  **TERM THREE**  \*Continue with attendance reward scheme. See above. | \*Disadvantaged absence rates, including persistent absence are higher than none disadvantaged children. | * Close monitoring of absence. * Will require medical evidence for pupils at risk of becoming PA. | HT | **Absence rates:**  School PP %    National 2016 non PP 4.4%  Persistent Absence School %  Persistent Absence non PP National 2016, 12.4%  Absence rates monitoring January 2018 School PP % v’s National  Improvement with school Persistent Absence % measured against national measure. |
| **Total budgeted cost =** | | | | | **£73, 440** |

|  |
| --- |
| 1. **Additional detail** |
| For **additional** information and evidence relating to this plan please see SIP reports, Ofsted Report, tracking grids, monitoring records and head teacher’s reports for governors.  These activities are evidences by the Suffolk Trust Research Project, the Education Endowment Trust and others to have greater impact on accelerating pupil progress and attainment. |