

# Pupil premium strategy statement:



National College for  
Teaching & Leadership

| Summary information  |       |                           |          |                               |     |                                     |          |
|----------------------|-------|---------------------------|----------|-------------------------------|-----|-------------------------------------|----------|
| <b>School</b>        |       | Shawlands Primary School. |          |                               |     |                                     |          |
| <b>Academic Year</b> | 19-20 | <b>Total PP budget</b>    | £74, 730 | <b>Total number of pupils</b> | 299 | <b>No of pupils eligible for PP</b> | 55 (18%) |

| Prior attainment (17-18)   |   |   |
|--|---|---|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> |
| <b>% reaching expected standard in Reading at Key Stage One</b>            | 80%   | 77%   |
| <b>% reaching expected standard in Writing at Key Stage One</b>            | 80%   | 77%   |
| <b>% reaching expected standard in Maths at Key Stage One</b>              | 20%   | 88%   |
| <b>% reaching expected standard in Reading, Writing &amp; Maths at KS1</b> | 20%   | 77%   |
|  |   |   |
| <b>% reaching expected standard in Reading at Key Stage Two</b>            | 50%   | 82%   |
| <b>Progress in Reading at Key Stage Two</b>                                | 0.9   | 1.2   |
| <b>% reaching expected standard in Writing at Key Stage Two</b>            | 63%   | 83%   |
| <b>Progress in Writing at Key Stage Two</b>                                | 2.1   | 1.6   |
| <b>% reaching expected standard in Maths at Key Stage Two</b>              | 88%   | 91%   |
| <b>Progress in Maths at Key Stage Two</b>                                  | 5.6   | 5.0   |
| <b>% reaching expected standard in GPS at Key Stage Two</b>                | N/A   | 77%   |
| <b>% reaching expected standard in Reading, Writing &amp; Maths at KS2</b> | 50%   | 83%   |

| Review of Previous Year's Expenditure   |  |  |  |   |
|---|--|--|--|---|
| Desired outcome   | Chosen action/approach   | Impact   |  | Cost  |
| Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores. | Phonics reading books needed to match the phonics being taught.<br><br>Continue with small phonics groups using HLTA and TAs.<br><br>Intervention groups with DHT.   | 80% of Y1 PP pupils passed the check, compared to 33% in 2018.<br><br>All eligible pupils passed the re-check.   |  |   |
| Reading ,Writing and Maths attainment and progress for eligible pupils in all key stages to increase, so the gap with other pupils narrows and the proportion getting combined increases.   | Small intervention groups with TAs and additional support in class focused on PP pupils.<br><br>Apprentice working in KS1 to provide additional support.<br><br>Booster groups with HT, DHT and external staff for PP pupils.<br><br>Free access to Mathletics and Times Tables Rockstars for all eligible pupils. | EYFS:<br>50% of the 4 eligible pupils reached GLD and the expected level of development in Reading, Writing and Maths.<br><br>KS1:<br>80% of the 5 eligible pupils reached the expected standard in Reading and Writing. 20% reached the expected standard in Maths and 20% reached the expected standard in all three subjects combined.<br><br>KS2:<br>50% of the 8 eligible pupils reached the expected standard in Reading, Writing and Maths combined and in Reading. 63% got the expected standard in Writing and 87% in Maths. 13% got Greater Depth in Maths.<br><br>Progress scores for eligible pupils were:<br>Reading: 0.9, Writing: 2.1 Maths: 5.6. |  | £28 450<br>TAs and<br>Apprentice.<br><br>£7 800<br>Booster<br>Groups.<br><br>£465<br>Mathletics |
| Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where appropriate make accelerated   | SALT in school ½ day per 2 weeks.<br>Trained TA delivering SALT sessions 3 afternoons per week.<br>EYFS have SALT sessions with trained staff.   | All children on SALT programme made at least expected progress.  |  | £7 692 TA<br>£2866<br>S&LT  |
| For the attendance, progress and attainment of eligible pupils to improve through the   | 0.4 PSA and 0.2 Welfare officer to respond to issues as they arise and work with vulnerable families.  | Attendance of eligible pupils through school was 93.8%, which was the same as the previous year. The National attendance for eligible pupils for 2017-18 was 92.4%.  |  | £17 840   |
| For assessment to produce formative and summative assessment information for teachers and TAs leading intervention groups.  | Continue with NFER tests.<br>Time for QLA of tests.<br>Tracker on SIMS so teachers can analyse their own data more effectively.  | NFER tests informing SIMS tracker and Connecting Steps trackers producing accurate data for teachers to use to target children for interventions and support where needed.<br><br>Progress through school is good, with Key Stage Data showing the rise in attainment.   |  | £2 300  |

|  |  |   |         |
|--|--|---|---------|
| For the DHT to become non-teaching, allowing a greater focus on welfare, including the progress and attainment of PP pupils. | DHT to be non-teaching, spending the equivalent of one day per week monitoring and tracking the outcomes of PP pupils throughout school. | DHT active in tracking progress of children and leading the conversation in PP meetings around their progress and any barriers.   | £9 120  |
| For pupils to have greater first-hand experience through visits and visitors to school.                                      | Subsidised or free visits and visitors for eligible pupils.  | Every class has had one high-quality visit or visitor and one Inspire session with parents which has had an impact on the quality of their writing and the development of a wider vocabulary. | £450    |
| Total Expenditure.   |  |   | £66 580 |

### Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- |           |   |
|-----------|---|
| <b>A.</b> | Many children enter school with Speech and Language difficulties which impact on phonics and reading throughout EYFS and KS1 and into KS2.  |
| <b>B.</b> | Children entering school with a wide range of phonics and basic skills prior learning. This has a negative impact on phonics scores as well as reading and writing progress throughout EYFS and KS1 and into KS2. |
| <b>C.</b> | Lack of access to reading materials and opportunities to read outside of school mean that the % of PP pupils reaching EXS and GD in Reading is well below 'other' pupils.   |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- |           |  |
|-----------|--|
| <b>D.</b> | Many eligible pupils have additional needs including attendance and welfare problems which impact on their progress throughout school. |
|-----------|--|

### Outcomes

|           | <i>Desired outcomes and success criteria</i>  | <i>How it will be measured.</i>  |
|-----------|---|--|
| <b>A.</b> | Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.                             | Speech and Language impact reports.<br>Teacher observations of SALT children.<br>Reading and phonics outcomes. |
| <b>B.</b> | Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores. | Phonics scores.<br>Pass rate at Y1 and Y2 phonics checks.  |
| <b>C.</b> | The proportion of eligible pupils reaching EXS and GD at the end of KS1 and KS2 (and in all other cohorts) in Reading increases, closing the gap with 'other pupils'.   | KS1 and KS2 outcomes.<br>Internal cohort data.   |
| <b>D.</b> | For the attendance of eligible pupils to improve through the appropriate support and challenge from school.   | Attendance eligible pupils to increase to be more in line with 'other pupils'.                                 |

| Planned expenditure 2019-2020   |   |  |   |            |  |
|---|---|--|---|------------|--|
| Desired outcome   | Chosen action / approach  | Impact   | How will you ensure it is implemented well?   | Staff lead | Cost   |
| Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.                             | SALT in school ½ day per 2 weeks.<br>Trained TA delivering SALT sessions 3 afternoons per week.<br>EYFS have SALT sessions with trained staff.                                    |  | Regular reports from SALT.<br>Monitoring of outcomes for pupils accessing support.<br>Teacher observations.                           | SENCO      | £7 692 TA<br>£2866 S&LT                                    |
| Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores. | Phonics reading books needed to match the phonics being taught.<br><br>Continue with small phonics groups using HLTA and TAs.<br><br>Booster sessions delivered by CA / DW LB/HD. | Pass rate for PP pupils will be in line with 'other pupils' in Y1 tests.<br><br>PP children taking Y2 rechecks will pass or show a significant increase in scores. | Phonics monitoring including intervention group drop-ins.<br><br>Phonics tracker analysis.  | DHT<br>RL  | £3,000<br>phonics<br>reading books.                        |
| The proportion of eligible pupils reaching EXS and GD at the end of KS1 and KS2 (and in all other cohorts) in Reading increases, closing the gap with 'other pupils'.   | Small group reading sessions throughout KS1, with the new phonics-linked reading books.<br><br>Extra comprehension groups for Y2 pupils.  | % working at EXS and GD in KS1 and KS2 increases.<br><br>Progress for KS2 PP pupils in reading is well above 0.  | PP meetings – tracking progress of PP pupils.   | DT<br>HD   | £<br>Cost of<br>additional KS1<br>TA for<br>interventions. |
|   | High quality guided reading books purchased to engage PP pupils in reading sessions.<br><br>Reading intervention groups and 1:1 sessions with TAs in afternoons.                  |  | PP meetings – tracking progress of PP pupils.   | DT<br>HD   | £900<br>Purchase of<br>guided reading<br>books.            |
|   | KS1 and KS2 Reading booster classes from January.   |  | KS2 outcomes for PP pupils.   | DT<br>HD   | £3,900   |
|   | Opening of new library with weekly sessions for children to borrow books.   |  | PP meetings – tracking progress of PP pupils.   | DT<br>HD   | £5,500<br>towards cost<br>of furniture<br>and books.       |
| For the attendance, progress and attainment of eligible pupils to improve through the removal of any welfare-related barriers.  | 0.4 PSA and 0.2 Welfare officer to respond to issues as they arise and work with vulnerable families.<br>Closer links with EWO every 2 weeks to work with targeted families.      | Attendance of pupil premium pupils to be higher than previous year, and PA to be lower.  | Attendance data presented to governors to include PP pupils.<br><br>Progress and attainment of pupils with previously low attendance. | DHT        | £17 840  |

|  |  |  |  |     |  |
|--|--|--|--|-----|--|
| For the DHT to become non-teaching, allowing a greater focus on welfare, including the progress and attainment of PP pupils. | DHT to be non-teaching, spending the equivalent of one day per week monitoring and tracking the outcomes of PP pupils throughout school. |  | DHT reports to governors. Improved outcomes for target groups.             | DHT | £9 120   |
| For pupils to have greater first-hand experience through visits and visitors to school.                                      | Subsidised or free visits and visitors for eligible pupils.  |  | Evidence of wider vocabulary understanding evident in reading and writing. | DHT | £450   |
| Meet the individual needs of PP pupils in class and in interventions.  | Non class-based TAs in each phase of school to support PP pupils in morning lessons and small groups / individuals in the afternoons.    | PP pupils make good progress against individual targets. | Progress of children receiving support tracked in PP meetings.             | DHT | £25,361<br>60% of the cost of 3 non class-based TAs. |
|  | <b>Total budgeted cost</b>   |  |  |     | £76 629  |