

**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | | | |
| **School** | | Shawlands Primary School. | | | | | |
| **Academic Year** | 17-18 | **Total PP budget** | £66,580 (including £1208 EYFS) | **Total number of pupils** | 309 | **No of pupils eligible for PP** | 47 (15%) |

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| 1. **Current attainment (16-17)** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (your school)* |
| **% reaching expected standard in Reading at Key Stage One** | 29% | 77% |
| **% reaching expected standard in Writing at Key Stage One** | 43% | 68% |
| **% reaching expected standard in Maths at Key Stage One** | 43% | 71% |
| **% reaching expected standard in Reading, Writing & Maths at KS1** | 29% | 68% |
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| **% reaching expected standard in Reading at Key Stage Two** | N/A | 77% |
| **% reaching expected standard in Writing at Key Stage Two** | N/A | 73% |
| **% reaching expected standard in Maths at Key Stage Two** | N/A | 67% |
| **% reaching expected standard in GPS at Key Stage Two** | N/A | 73% |
| **% reaching expected standard in Reading, Writing & Maths at KS2** | N/A | 60% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | 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.** | Many children enter school with Speech and Language difficulties which impact on phonics and reading throughout EYFS and KS1 and into KS2. |
| **C.** | KS1 and KS2 attainment for pupils eligible for the Pupil Premium need to continue to make accelerated progress to catch up with other pupils in-school and nationally. |
| **D.** | Make effective use of formative and summative assessment to identify the needs of vulnerable pupils. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Many eligible pupils have additional needs including attendance and welfare problems which impact on their progress throughout school. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Phonics, Reading and Writing attainment and progress for eligible pupils in all key stages to increase. | End-of-Key Stage and internal data shows that the progress of eligible pupils in reading, writing and phonics is accelerated and those pupils are closing the gap against school and national other pupils. |
|  | Children requiring speech and language therapy to make accelerated progress in phonics and reading in all key stages. | End-of-Key Stage and internal data shows that the progress of eligible pupils in reading and phonics is accelerated and those pupils are closing the gap against school and national other pupils. |
|  | Maths progress for eligible pupils in each key stage to improve, alongside reading, writing and GPS/Phonics. | End-of-Key Stage and internal data shows that the progress of eligible pupils in maths and GPS/Phonics is accelerated and those pupils are closing the gap against school and national other pupils. |
|  | For the attendance and attainment of eligible pupils to improve through the removal of any welfare-related barriers. | The attendance of eligible pupils continues to improve, and the progress and attainment of pupils in all areas increases as a result of welfare barriers being removed. |
|  | For assessment to be robust and accurate and produce formative and summative assessment information for teachers and TAs leading intervention groups. | The attendance of eligible pupils continues to improve, and the progress and attainment of pupils in all areas increases as a result of welfare barriers being removed. |

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| 1. **Planned expenditure 2017-2018** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review implementation?** |
| Phonics, Reading and Writing attainment and progress for eligible pupils in all key stages to increase. | To employ LSAs, HLTAs and an apprentice in order to reduce the pupil:teacher ratio in EYFS and KS1 to allow for small group phonics work and supported and guided groups in reading and writing. | Monitoring shows that when children work in smaller groups with effective LSAs/HLTAs they make more progress. | Monitoring cycle in school, discussions during pupil progress meetings. | CA | £28 000 | July 2018 |
| Children requiring speech and language therapy to make accelerated progress in phonics and reading in all key stages. | Speech and language therapist employed to work one day per month with the children requiring S&L provision.  LSA in school trained on S&L and delivering the S&L provision through school 3 afternoons per week. | Evidence shows that speech and language problems has a major impact on phonics, and therefore on reading. The related self-esteem problems can also affect progress in other areas. | Monitoring the progress of S&L pupils at pupil progress meetings.  Reports from S&L therapist at the end of the year. | SG / CA | £2 866  £3 534 | July 2018 |
| Maths progress for eligible pupils in each key stage to improve, alongside reading, writing and GPS/Phonics. | Additional LSAs, HLTAs and apprentice to reduce group sizes. | Monitoring shows that when children work in smaller groups with effective LSAs/HLTAs they make more progress. | Monitoring cycle in school, discussions during pupil progress meetings. | CA | £24 000 (As above) | July 2018 |
| 1:1 teaching and booster groups for Key Stages 1 and 2. | Booster classes aimed at the right pupils and supported by clear gap analysis has a measureable impact on the progress and attainment of pupils. | Monitoring cycle in school, discussions during pupil progress meetings. | CA | £7 800 | July 2018 |
| For the attendance and attainment of eligible pupils to improve through the removal of any welfare-related barriers. | Employment of a 0.4 Parent Support Worker and a 0.2 Learning Mentor. | The positive effect of the PSW and Learning Mentor on the attendance and engagement of some hard to reach families has been noted consistently over previous year. | Monitoring cycle in school, discussions during pupil progress meetings. | CA | £17 840 | July 2018 |
| Ensure that the pupil premium is being spent effectively, and that the needs of the pupils are being met. | Dedicated PP champion in school, with one afternoon per week management time to monitor progress and provision. | The pupil premium needs a senior leader to monitor it, to ensure that the provision meets the needs of the pupils, and that pupil premium remains high on the agenda at all times. | Reports to governors.  End of year pupil premium statement. | DT | £4 640 |  |
| Ensure that formative and summative assessment if accurate and informs planning for both class and intervention group teaching. | Suite of NfER tests for years 2-5 to be bought, alongside standardised reading age tests. SLT to QLA tests to give teachers quality formative assessment information, as well as provide accurate information to identify vulnerable pupils. | QLA of tests being used to inform future planning is known to be highly effective. Quality assessment information will allow fluid and effective intervention groups to have support where needed. | Monitoring cycle in school, discussions during pupil progress meetings. | CA | £1 900 |  |
| **Total budgeted cost** | | | | | £66 580 | |

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| 1. **Review of Previous Year’s Expenditure** | | | |
| **Desired outcome** | **Chosen action/approach** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Raise standards in EYFS and KS1, including GLD, Phonics, and Literacy. | Additional staffing in EYFS and KS1 with smaller classes across these age ranges and additional focused support. | Additional staffing to continue but to be more effectively timetabled to have a positive impact on target groups and individuals. | £24 000 |
| Attendance and punctuality improved, stronger relationships with key families developed with training and support given where appropriate | Parental Support Adviser employed 0.4. | PWA to continue in post, researching and implementing effective strategies to promote attendance and punctuality.  Learning Mentor hours to be more formally timetabled to maximise support for other vulnerable families. | £6 500 |
| Speech and Language Therapy to be provided for children with S&L needs. | Speech and Language therapist to be employed, with LSA trained to deliver the therapies weekly. | Speech and Language Therapist hours to be increased to one day per month, with the LSA hours maintained to deliver the S&L therapies. | £10 400 |
| Standards in Key Stages 1 and 2 to improve through carefully targeted Booster sessions. | HLTAs to deliver Booster groups, with additional Booster teachers employed for key groups. | Booster sessions to continue using TAs and HLTAs as well as bought-in support. | £12 000 |
| Regular reading support in Y1 with catch-up reading and phonics delivered for targeted pupils. | Additional TA support for reading and phonics. | Additional TAs to support reading and phonics to continue. | £4 000 |
| Targeted support and provision for Y5 and Y6 pupils including boosters and pre-teaching. | 1:1 teaching and Booster groups. | Booster and other intervention groups to continue, including some KS1 boosters. | £5 500 |
| Total Expenditure. | | | £72 800 |