

Pupil premium strategy statement:



National College for
Teaching & Leadership

1. Summary information							
School		Shawlands Primary School.					
Academic Year	18-19	Total PP budget	£76 820 (including £608 EYFS)	Total number of pupils	294	No of pupils eligible for PP	53 (18%)

2. Current attainment (16-17)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% reaching expected standard in Reading at Key Stage One	75%	79%
% reaching expected standard in Writing at Key Stage One	75%	71%
% reaching expected standard in Maths at Key Stage One	38%	74%
% reaching expected standard in Reading, Writing & Maths at KS1	50%	61%
% reaching expected standard in Reading at Key Stage Two	50%	79%
Progress in Reading at Key Stage Two	3.2	0.3
% reaching expected standard in Writing at Key Stage Two	67%	75%
Progress in Writing at Key Stage Two	3.9	0.7
% reaching expected standard in Maths at Key Stage Two	50%	75%
Progress in Maths at Key Stage Two	6.2	1.4
% reaching expected standard in GPS at Key Stage Two	67%	73%
% reaching expected standard in Reading, Writing & Maths at KS2	33%	60%

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

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	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 <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Many eligible pupils have additional needs including attendance and welfare problems which impact on their progress throughout school.

4. Outcomes

	<i>Desired outcomes and success criteria</i>	<i>How it will be measured.</i>
A.	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. Pass rate at Y1 and Y2 phonics checks.
B.	Reading ,Writing and Maths attainment and progress for eligible pupils in all cohorts to increase, so the gap with other pupils narrows and the proportion getting combined increases.	Termly attainment and progress measures. End of Key Stage SATs results.
C.	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. Teacher observations of SALT children. Reading and phonics outcomes.
D.	For the attendance, progress and attainment of eligible pupils to improve through the removal of any welfare-related barriers.	Attendance eligible pupils to increase from this year's 93.8%. Progress and attainment of eligible pupils in termly tests and Key Stage SATs.
E.	For assessment to produce formative and summative assessment information for teachers and TAs leading intervention groups.	Book and work scrutinies show appropriate pitch of work for eligible pupils. Impact data of intervention groups shows accelerated progress of pupils. Progress and attainment of eligible pupils in termly tests and Key Stage SATs.

5. Planned expenditure 2018-2019				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	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. Continue with small phonics groups using HLTA and TAs. Intervention groups with DHT.	Phonics monitoring including intervention group drop-ins. Phonics tracker analysis.	DHT RL	£28 450 TAs and Apprentice.
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. Apprentice working in KS1 to provide additional support. Booster groups with HT, DHT and external staff for PP pupils.	Monitoring of intervention groups and of work. Pupil interviews. Data analysis including at Pupil Progress Meetings.	HT Subject leaders.	£7 800 Booster Groups.
	Free access to Mathletics and Times Tables Rockstars for all eligible pupils.	Analysis of progress data from Mathletics and TT Rockstars.	CP	£465
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 progress in Reading and Phonics.	SALT in school ½ day per 2 weeks. Trained TA delivering SALT sessions 3 afternoons per week. EYFS have SALT sessions with trained staff.	Regular reports from SALT. Monitoring of outcomes for pupils accessing support. Teacher observations.	SENCO	£7 692 TA £2866 S<
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. Closer links with EWO every 2 weeks to work with targeted families.	Attendance data presented to governors to include PP pupils. Progress and attainment of pupils with previously low attendance.	DHT	£17 840
For assessment to produce formative and summative assessment information for teachers and TAs leading intervention groups.	Continue with NFER tests. Time for QLA of tests. Tracker on SIMS so teachers can analyse their own data more effectively.	Quality of discussions at PPMs. Monitoring of work / planning showing impact of QLA data. Progress of groups and individuals identified through data analysis.	HT	£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 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
Total budgeted cost				£76 983

6. Review of Previous Year's Expenditure

Desired outcome	Chosen action/approach	Lessons learned (and whether you will continue with this approach)	Cost
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.	Significant impact in EYFS, KS1 and 2 Reading and Writing; will continue this year. Phonics dropped – 3 out of the 4 who didn't pass in Y1 are SEND children and the other was 1 mark from passing. Small phonics group teaching will continue.	£28 000
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.	S&L children making measureable progress towards ARE but also in self-confidence. Changing to half a day every two weeks for more regular contact.	£6 401
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.	Successful in KS2 but less so in KS1. HT and DHT to take booster classes in KS1 and KS2 from Sept 2018.	£24 000 (as above)
	1:1 teaching and booster groups for Key Stages 1 and 2.		£7 800
	Provide free access to Mathletics and Times Tables Rock Stars for all eligible pupils.	Progress data on Mathletics and TT Rockstars shows accelerated progress.	£
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.	Learning Mentor timetable changed to allow more flexibility in meeting the needs of eligible pupils. PSA effective in working with new EWO in raising attendance and helping remove barriers to school attendance.	£17 840
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 the equivalent of one per week management time to monitor progress and provision.	DHT now non-contact to allow for greater flexibility and capability to track and monitor the progress of eligible pupils.	£4 640

<p>Ensure that formative and summative assessment is accurate and informs planning for both class and intervention group teaching.</p>	<p>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.</p>	<p>More accurate formative and summative data now available for discussion at PPMs and for teachers' planning purposes. Moving to a more efficient system in Sept 18 which will allow teachers access to quicker analysis of the attainment and progress of groups and individuals in their classes.</p>	<p>£1 900</p>
<p>Total Expenditure.</p>			<p>£66 580</p>