



Shackleton Primary School

Pupil Premium Grant Expenditure

Review 2016/2017

Shackleton Primary School is a feeder school to Bedford Academy, situated just south of the river, in the County Town of Bedford. A transition from lower to primary was completed by September 2014 and three form entry from September 2016. There are now 450 children on roll.

The school maintains a very strong commitment to working in collaboration with other schools, the local community and the wider school system. Governors actively seek out new opportunities and developments that will enhance the schools ongoing development, including the formation of a Multi Academy trust with three other local schools.

The school engages in a variety of 'self evaluation' processes and procedures including achieving a variety of national awards that demonstrate its highest aspirations across all the elements of school management. The school looks to the local, national and international community to support ongoing excellence in its core purpose – learning and teaching.

Children are admitted to Reception following their 4th birthday with a possible date of entry in September, January and April of each year. Reception work in an open plan environment ensuring full access to the experiences – inside and out - as outlined in the Curriculum Guidance for the Foundation Stage.

In Years 1 to 6 there are two classes in each year group with no more than 30 children in each class. The school has a very diverse multi-ethnic population with currently 30 languages spoken. Over 50% of our children enter Reception with English as their second language. Approximately 30% of our children and their families are white British; the other 70% of children and families from around the world. Bangladeshi families are the predominate minority ethnic group, however the school also has pupils from Eastern Europe, Pakistan, India, Africa, the Caribbean, Poland, Somalia and Afghanistan . (A full breakdown of the ethnicity makeup of the school is included in the Census Return). 29% of the children at Shackleton Primary School are entitled to free school meals and 27% have Special Educational Needs. 63% of the children have a first language other than (or believed to be other than English). The school roll reflects a wide range of pupil ability. Inclusion remains a considerable strength at the school resulting in the award of the Inclusion Quality Mark in July 2013 and re-accreditation in 2016

Awards and recognition – Basic Skills Quality Award, International Schools Award, Inclusion Quality Mark, Investors in People, Healthy Schools, Silver Eco School Award, Gold Sing Up Award, School Games Gold Award.

When making decisions about using the Pupil Premium it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weaker language and communication skills, lack of confidence, more frequent

behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to close the gap between pupil groups. As a school we strive to ensure our pupils make good and some outstanding progress. For children who start school with very low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and identified some **key principles** (outlined below) which we believe will maximise the impact of our pupil premium spending.

Raising Aspiration

We will provide a culture where:

- Staff believe in all children
- There are 'no excuses' for poor performance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop 'growth mindsets' towards learning
- Children and staff receive intrinsic and extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective
- We engage with an External Advisor to challenge and support our data analysis

Identification of Pupils

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that our provision meets them

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to :

- Set high expectations
- Address within school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and indentifying their barriers to learning

- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders, with the guidance of the Inclusion Manger, to provide high quality interventions across their year group
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence
- Introduce opportunities for children to learn a musical instrument

Number of pupils and pupil premium grant (PPG) received 2016/2017

Total Number of pupils on roll	420
Total number of pupils eligible for PPG	142
Amount of PPG received per pupil	£1320
Total amount of PPG received	£187,620

Activity or intervention	Year group	Pupil Premium	Any other funding	Total cost	Impact
KS1 Literacy intervention	Y1/Y2	£6250	School budget	£11465	Intervention supported over 68% children making expected/exceeded progress in reading and writing
KS1 Numeracy intervention	Y1/Y2	£6250	School budget	£11465	Intervention supported over 68% children making expected/exceeded progress in reading
Non teaching DHT – supporting Y5 and Y6 to set maths groups	UKS2	£26,248	School budget	£25989	7.8% points rise since 2016 in number of children attaining the required standard in KS2 SATs 81% Pupil Premium children making expected progress or better in maths
Non teaching AHT – RWInc Manager	R/KS1/LKS2	£27302	School budget	£27575	81.7% children passing the Phonic screening test at the end of Y1 – 23.7% rise since 2016. 85% children in Y2 passed the retake phonic test.
Intervention teacher to support Y3/Y4 maths and other small groups to raise standards in KS2	Y3/Y4	£15,000	School budget	£39,400	Some success – behavioural issues meant learning disrupted so need for different grouping next year. 40% Pupil Premium children making expected progress or better in maths
RWInc Development Days	R/KS1/LKS2	£1800	School budget	£2400	Consultant able to see progress and support RWI Manager and staff to develop further
RWInc training/updates	All	£1100	School budget	£1950	Staff confident in delivery of RWInc.
Support staff working with RWInc Manager	R/KS1/LKS2	£6200	School budget	£8324	Training in house means staff more confident in delivery of RWInc.
EAL support across the school	Whole school	£24240 £12200	School budget	£38,421	Children with EAL are able to access the curriculum and make progress.
Learning Mentor support - to	KS2	£7800	School	£14543	Children are supported in the

develop self esteem and understanding of each other, to break down some barriers to learning and support group cooperation.			budget		classroom to access learning and supported outside the classroom to talk about their feelings/anger and find strategies to address these feelings.
Behaviour Support Learning Mentor	KS2	£12156	School budget	£18235	Children supported in class to access curriculum and outside the classroom to develop social skills
TA support in Literacy/Numeracy lessons	Whole school	£20074	School budget	£32455	A majority of the children make expected progress with support
Stunning Starts/Marvellous Middles/Fantastic Finishes	Whole school	£10000	School budget	£14898	Engages and motivates children to write
RWInc resources / Maths Makes Sense resources	R/KS1/LKS2	£1500	School budget	£2000	Fresh Start in UKS2 supporting good progress in reading and writing
KS2 Literacy intervention	KS2	£4654	School budget	£9308	Conferencing in Y6 supported a 37.8% points rise in children achieving the required standard at the end of Y6
Reading Eggs	Whole school	£2278	School budget	£3000	Supporting children in phonics acquisition at home.
Primary Matters – resourcing the creative curriculum	Whole school	£1000	School budget	£3000	Quality literature motivates and engages the children to write.
Residential – Kingswood for Y6 pupils	Y6	£1200	Parental contribution	£4620	All children experienced time away from home – team building, new experiences, pushing themselves to do better, setting goals
ShABA	Whole school	£300	School budget	£300	Children supporting their peers against bullying
School Council	Whole school	£300	School budget	£300	Children’s voice is heard in school and valued.
Speech and language Therapist	R/KS1	£3500	School budget	£3500	Children in Early years particularly have had a better start to learning/phonics through development of clarity of speech
Nurture Group	KS1	£12200 £8500	School budget	£22,000	Children learning in small groups helps their learning and social skills.
Art Therapist	KS2	£2000	School budget	£3000	Supporting children to voice feelings and develop confidence and self esteem.
Total Pupil Premium Total Pupil Premium spend		£187,620 £193,352 (- £5,732)	Total spend	£273,239	