



Pupil Premium Strategy Statement – 2017/18

| Summary Information | | | |
|-------------------------------|---------|--|-------------|
| Academic Year | 2017/18 | Pupil Premium Budget | £162,360 |
| Total Number of Pupils | 437 | Number of pupils eligible for Pupil Premium | 88 (20.14%) |

| Barriers to future attainment (for pupils eligible for Pupil Premium) | |
|---|---|
| In-school barriers | |
| A | A proportion of children join the school significantly below age related expectations, particularly in relation to social skills and communication and language. |
| B | Children in school eligible for Pupil Premium with multiple vulnerabilities – SEND/LAC/EAL. |
| C | Fewer children who are eligible for Pupil Premium are reaching expected or above at the end of KS1 and KS2. |
| External Barriers | |
| D | Access to extra-curricular activities such as trips and after school clubs, means that children have limited life experiences; this also has an effect on their ability to interact fully with their peers. |
| E | Lack of aspirations due to family situations |

| Desired Outcomes | | Success Criteria |
|------------------|---|---|
| A | EYFS GLD for pupils eligible for Pupil Premium to be broadly in line with national for all pupils. | 75% of pupils eligible in the year group will achieve GLD and the end of EYFS |
| B | Pupils with multiple vulnerabilities to make rapid progress to ensure that they are able to close the attainment gap with their peers. Teachers, Family Support Worker, Learning Mentor and Behaviour Mentor are supporting children and parents with needs to ensure progress is not hindered. | Children with multiple vulnerabilities will make rapid progress and will meet their target. Regular Raising Attainment Panels (RAPs), will identify early intervention needed and ensure that children remain on track. |
| C | Percentage of children achieving expected or above at the end of KS1 and KS2 to be broadly in line with national Non-Pupil Premium pupils; close the gap between percentage of Non-Pupil and Pupil Premium achieving Greater Depth in KS1 and KS2 SATs | 50% of these pupils in each Key Stage will achieve Expected in Reading, Writing and Maths at the end of KS1 and KS2. |
| D / E | Eligible pupils to be supported to attend all trips and given access to extra-curricular clubs where they demonstrate an interest/aptitude. School funding will enable costs to the parent to be eliminated or kept to a minimum | Eligible pupils will have opportunities to attend extra-curricular clubs and trips that extend their learning |



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| Planned Expenditure | | | | | |
|--------------------------------|---|---|--|--------------------------------|--|
| Academic Year: 2017/18 | | | | | |
| I. Quality of Teaching for All | | | | | |
| Desired Outcome | Chosen Action / Approach | What is the evidence and rationale for this choice? | How will you ensure that it is implemented well? | Staff Lead | When will you review implementation? |
| C | Deputy Headteacher to support Y5 and Y6 to set in Maths | The involvement of the Deputy Head to teach in Upper Key Stage 2, will ensure that children are taught in smaller groups with a narrower ability span. This will ensure children have a greater opportunity to be taught according to academic needs. | Scrutiny of planning and data to ensure all children make progress in Maths. | KM (DH) | Half-termly RAP meetings |
| A and C | ADH to support RWInc across Years R-3 | The Associate Deputy Head will take on the role of RWInc Manager to ensure that children move rapidly through the phonics programme and are taught according to ability. | Testing and monitoring of phonic development | ES (ADH) | |
| A and C | Employment of full-time intervention teacher | The intervention teacher will support Years 3 and 4 maths so that they can be taught in smaller groups | Scrutiny of data to ensure all children make progress in Maths | KM (DH) | Half-termly data drops to SIMS |
| C | Purchase of PiXL Primary | PiXL Primary will help identify gaps for all learners in Reading and Maths and provide support materials to close these gaps. | Question Level Analysis of biannual assessments for Years 3-5 and Summative Assessment four times a year for Year 6. | KM (DH) KS2 teachers | Autumn and Summer terms for Years 3-5 Autumn and Spring Terms for Year 6. |
| A and C | Read Write Inc Development Days | Consultant visits to quality control the delivery of RWInc, and support staff and RWInc Manager in effective delivery and tracking of the programme. | Observations of delivery sessions, tracking of individual children's progress and Phonic Screening outcomes | ES (ADH) AJ (Consultant) | Throughout the academic year. |



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| Desired Outcome | Chosen Action / Approach | What is the evidence and rationale for this choice? | How will you ensure that it is implemented well? | Staff Lead | When will you review implementation? |
|----------------------------|--|--|---|---------------------|--------------------------------------|
| A and C | Class organisation to ensure that experienced TAs are based with Y6 classes to enable targeted support and more focused teaching for all | Experienced TAs enable teaching to be more carefully tailored to meet pupils' needs. Children are set challenging target and in time this enables the gap to close with national non-Pupil Premium pupils | Half-termly monitoring of progress data. RAP meetings with teachers. Learning Walks of teaching carried out by LB (HT) and members of SLT | LB (HT) BS KM | Half-termly RAP meetings |
| A, B and C | EAL support team (2 members of staff) to work across the school. | EAL team will work both in class and with small groups ensuring that learning is supported both in class and, where necessary, pre-learning is provided to ensure children can fully access the curriculum in class. | EAL Trackers and half-termly monitoring of progress | EAL Lead | Half-termly RAP meetings |
| A and C | Primary Matters: Stunning Starts/Marvellous Middles/Fantastic Finishes and texts. | Funding provided to take children on trips; invite in outside visitors and purchase high quality texts in order to engage and motivate the children to become effective writers. | Staff Planning Work Scrutiny | HT SLT | Half-termly RAP meetings |
| Total Budgeted Cost | | | | | £102,360 |



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|------------------------|-------------------------------------|--|--|------------|---|
| Academic Year: 2017/18 | | | | | |
| 2. Targeted Support | | | | | |
| Desired Outcome | Chosen Action / Approach | What is the evidence and rationale for this choice? | How will you ensure that it is implemented well? | Staff Lead | When will you review implementation? |
| B | Employment of Family Support Worker | The employment of a full-time FSW will ensure that those pupils whose personal and social circumstances present a barrier to their learning, can be targeted early to ensure that these barriers are reduced. The FSW works with specific pupils and their families identified through internal referral systems or a social care directive to ensure that home life is stable and supportive for the child. | Internal referrals ensure that children and their families can be targeted early. Review of work when completed will be monitored. | FMcK (ADH) | Fortnightly SAP meetings. |
| B and C | Employment of Behaviour Mentor | The employment of a full-time Behaviour Mentor will ensure that those pupils whose personal and social circumstances present a barrier to their learning, can be targeted early to ensure that these barriers are reduced. The Behaviour Mentor works both in classes and with specific pupils identified through internal referral systems to ensure that home circumstances do not impact on behaviour and create a barrier to learning. | Internal referrals ensure that children can be targeted early. Review of work when completed will be monitored. | HT | Termly meetings with HT to ensure that workload is manageable and there is impact of individual children. |



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| Desired Outcome | Chosen Action / Approach | What is the evidence and rationale for this choice? | How will you ensure that it is implemented well? | Staff Lead | When will you review implementation? |
|----------------------------|-------------------------------------|--|--|---------------------------------------|--|
| B and C | Employment of Family Support Worker | The employment of a full-time Learning Mentor will ensure that those pupils whose personal and social circumstances present a barrier to their learning, can be targeted early to ensure that these barriers are reduced. The Learning Mentor works both in classes and with specific pupils identified through internal referral systems to ensure that home circumstances do not impact on behaviour and create a barrier to learning. | Internal referrals ensure that children can be targeted early. Review of work when completed will be monitored. | FMcK (ADH) | Regular meetings with LB (HT) and FMK (ADH) to ensure that workload is manageable and impact is reviewed. |
| A and C | Employment of intervention teacher | Employment of full-time intervention teacher to support small groups in Year 6 with conferencing in Writing and to support small groups in RWInc in KS1. | Improved outcomes in Writing results at the end of Key Stage 2. Testing and monitoring of phonic development | FMcK (ADH) JB (AL Literacy) | Regular meetings with FMcK and JB to ensure teaching is targeted to individual/group needs. |
| C | Purchase of PiXL Primary | PiXL Primary will provide targeted interventions in Maths and Reading to ensure any gaps in learning are both identified and filled. | Children's progress will be monitored in summative test performance. Teaching Assistants will be supported in using therapies with small groups. | KM (DHT) Y6 Teaching Assistant. | Regular discussion between KM and TA to ensure use of therapies are meeting needs of Key Marginal pupils. |
| A and C | Small Group Intervention | A percentage of teaching assistant salary across the school is funded by Pupil Premium to fund specific interventions identified as necessary. This is to support good pupil progress and enable focused sessions for specific children to overcome barriers in their learning. | Teaching Assistants will be trained to deliver interventions such as ReadWriteInc | ADH (ES) | ReadWriteInc Manager (ES) and Consultant (AD) carry out observations and 'master classes' to quality control delivery. |
| Total Budgeted Cost | | | | | £56,500 |



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|--|---|--|--|------------|--------------------------------------|
| Academic Year: 2017/18 | | | | | |
| 3. Wider Opportunities for Pupil Premium | | | | | |
| Desired Outcome | Chosen Action / Approach | What is the evidence and rationale for this choice? | How will you ensure that it is implemented well? | Staff Lead | When will you review implementation? |
| D | Funding for Year 6 Residential Trip | Residential trip in Year 6 will be significantly reduced (and in some cases Free of Charge). This will give children the opportunity to thrive and develop their ability to work as part of a team; to challenge themselves to take risks and excel, and to form lasting bonds with their peers. | Promote attendance on residential visits. Provide a wide variety of information for parents and pupils to encourage participation. | KM (DH) | July 2018 |
| E | Funding to support training of school council members. (Shackleton Voice) | Children to feel motivated and empowered knowing that their voices and heard and valued in school. | Drop in to Shackleton Voice meetings and minutes of meetings. | HT | July 2018 |
| Total Budgeted Cost | | | | | £3500 |