

Pupil premium strategy statement (primary) REVIEW 2018-2019

1. Summary information			
School	Shankhill C of E Primary School	Pupil Premium Coordinator Lynnsey Batey, Headteacher	Pupil Premium Link Governor Prof. David Vaughan

Summary of PPG Account 2018 – 2019 (academic year):

INCOME:

EXPENDITURE:

Total PP budget	= £5390 total
£1540 = 7/12 of £2640 (Sept 18 to March 19)	
£3850 = 5/12 of £9240 (Apr 19 to Aug 19)	

Total expenditure	
Total	£ 5,240.50

£5390 - £5240.50 = £149.50 underspend

2. Review of expenditure				
Previous Academic Year	2018/19 INCOME: £5390		EXPENDITURE: £5240.50	(underspend £149.50)
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
a) All pupils receive age appropriate, ability appropriate teaching and learning throughout core subjects, daily.	Contribute towards employment of teacher for 30% to maintaining a split into 3 morning classes: Class 1 – N, N2, Rec & Y1 Class 2 – Y 2 & 3 Class 3 – Y 4, 5 & 6	Reducing class size appears to have supported positive results for the all disadvantaged pupils.	Small class sizes and smaller group teaching provides clear support, positive impact on the quality of education for all pupils, especially those of disadvantage.	£246.23 / week x 39 weeks Contribute 10% of costs = £3,201

<p>b) Raised attainment in EGP and spelling. (Achievement in class assessments, mid-year and end-of year assessments)</p>	<p>Regular differentiated spelling and GPS streamed teaching and homework. Implementation of new spelling progress scheme.</p>	<p>Targeted homework which is closely monitored and followed up by the teacher is an effective way of making learning gains, especially when this is combined with collaborative learning (of spellings) in class and online independent learning (SPaG.com) (EEF toolkit). The Lexia package increases confidence and targets work at each child's level. It covers the NC & hidden curriculum to support dyslexic learners too. Literacy results for PP children improved over the year to at least ARE /progress.</p>	<p>When regular feedback is given to pupils about their homework and homework is appropriately differentiated and closely monitored it can have a positive impact on learning.</p>	<p>Online technology-use of Lexia £870/yr.</p>
<p>c) Raised attainment in handwriting, thus writing in general (Achievement in class assessments, mid-year and end-of year assess.)</p>	<p>Prioritise handwriting focus from initial letter formation, with 'Point, Pinch, Pillow' pencil grip.</p>	<p>Handwriting has improved across the school including PP children. A more fluent style has been introduced to benefit PP children with learning. Handwriting is more fluent and comfortable when a precise pencil grip is taught. Handwriting practise is regularly linked to letter formation, phonics and spelling practise.</p>	<p>Routine handwriting practice ensure progress for all pupils.</p>	<p>Budgeted within i.a)</p>
<p>d) Improve spoken and written language through direct teaching of vocabulary.</p>	<p>Clear modelled language from all adults in school with precise enunciation, especially f/th/v. Vocabulary is planned and explored within each topic through knowledge and vocabulary organisers created with the pupils. Staff Meetings Work with Sp&Lang NHS.</p>	<p>Pupils and staff are generally more aware of the expectation to enunciate clearly when speaking in school in all situations to communicate articulately and to segment to spell. There is evidence of a greater range of spoken and written vocabulary being used by PP pupils across the curriculum through pupil discussions and work scrutinies.</p>	<p>Continue with target as staff and pupils have embedded habits to relearn which may take long term.</p>	<p>Budgeted within i.a)</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>a) Raise attainment in English: Grammar, Punctuation and spelling, along with handwriting for targeted pupils. (Achievement in classroom assessments, mid-year and end-of year assessments)</p> <p>Positive (0+) progress scores for targeted pupils (End-of-year Testbase tests)</p>	<p>Daily 20 minute spelling sessions with Teachers for focus group. Individual spelling targets. Daily short burst handwriting skill practise often following-up spelling revision.</p> <p>Learning from mistakes in spelling, grammar and punctuation with support for using peer and self-assessment.</p>	<p>Good use of resources custom-made by teachers and short, focussed sessions which follow a very structured format.</p> <p>Sessions were unable to take place regularly and consistently even though they were given a high profile due irregularity in staff /volunteers running sessions.</p> <p>Regular opportunities for teacher/pupil liaison and feedback sought and were effective.</p>	<p>Best results are when the teacher runs the sessions as they are best equipped to maintain expectations and ensure high quality GPS across the curriculum.</p>	<p>Time to teach spellings 5 x 20 mins a day for teacher = 1hr 40m /wk (Paid from above CEW)</p> <p>Budgeted within i.a)</p>
<p>b) Reduce gaps in learning maths facts fluency along with increased ability to visualise and reason with maths problems support children accessing the whole maths curriculum.</p>	<p>Provide small class teaching 1:13 / 1:9 / 1:6 to ensure the highest quality teaching and learning daily.</p> <p>Provide our maths facts programme intervention along with 1:2 tutoring to support maths reasoning in context.</p>	<p>Pupils eligible for PP know and are fluent with maths facts appropriate for the ARE; this is apparent in Y6 and developing across the school. They demonstrate improved reasoning skills as a result. Evidence from books, pupil conversations and assessments. All Y6 were ARE in KS2 SATS.</p>	<p>Regular practice and emphasis on maths facts increases maths fluency and children's ability to solve problems and reasoning questions.</p>	<p>Maths Rocks Stars to support further intervention. £169.50 Budgeted within i.a)</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>a) Increased attendance rates for pupils eligible for PP.</p> <p>Where absences are unavoidable, learning is supported and provided through online learning platforms which can be accessed from home /out of school.</p>	<p>School Administrator and class teacher follow up quickly on any absences by speaking to parent on first day and discussing plans for work missed.</p> <p>Discuss importance of attendance with parents and all children regularly.</p>	<p>Regular liaison between parents, child, School Administrator, HT and class teacher has increased attendance for some pupils, but not all. Further approaches need to be explored.</p> <p>Provision of half-termly attendance data by School Administrator for pupil progress meetings.</p>	<p>Further approaches to raising attendance figures through whole family education and communication. E.g. How many days lost...</p>	<p>Maintain funding for subscriptions for online learning tools: Lexia £870 as budgeted in i.b) Rock Stars £169.50 budgeted in ii.b) Reading Theory – free</p>
<p>b) To provide support for social, emotional and personal welfare needs so that pupils can access the full curriculum.</p>	<p>Monitor pupils' needs and provide resources such as PE kit, spare clothing, trip costs, etc.</p> <p>Discuss and agree school's input with parents and pupils, where necessary.</p>	<p>Personal development and self-esteem has improved as pupils are prepared for learning with all resources necessary. Some pupils who required specialist resources in school to help them develop social / personal hygiene skills have made progress and require these less now. Providing these in a nurturing environment has encouraged improved behaviours and attitudes to school and learning, helping the children to feel safe and cared for.</p> <p>One child is now more independent, communicating and toileting as age appropriate. Three pupils and one adult was supported financially for the residential. Several PE kits were bought for children.</p>	<p>Regular liaison between parents, child, School Administrator, HT and class teacher is required for this to be successful.</p>	<p>General supplies £200 Residential approx. £800</p>
			Total budgeted cost	£5,240.50

3. Additional detail

Our full strategy document can be found online at: www.shankhill.cumbria.sch.uk

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2019; some or all of it may be carried forward to future financial years.



Rates, Abbreviations and Terminology

Pupil Premium Rates (annually per pupil)

Primary School - Reception to Year 6	£1,320
Secondary School - Year 7 to Year 11	£935
Looked After Children (LAC)	£1,900
Service Children - Reception to Year 11	£300

Abbreviations / terminology used in this report

PPG / Non-PPG	Pupil Premium Grant
Ever6	Pupils who have been in receipt of Free School Meals at any point in the last 6 years (for the 2017/18 year this goes back to May 2011)
EYFS	Early Years Foundation Stage - Includes pupils up to and including Reception
KS1	Key stage 1 - Pupils in Year 1 and Year 2
KS2	Key stage 2 - Pupils in Year 3 to Year 6
KS4	Key stage 4 - Pupils in Year 10 and Year 11
Nat. / Nat. Av	National / National Average
NOR	Number On Roll
RW&M	Reading, Writing and Maths
SEND	Special Educational Needs and Disabilities