

# Pupil premium strategy statement 2019-2020

## School overview

Metric	Data
School name	Shankhill CofE Primary School.
Pupils in school	42 FTE
Proportion of disadvantaged pupils	19 % (15.4% Nat Av Jan 2019)
Pupil premium allocation this academic year	7/12 of 2018/19 + 5/12 of 2019/20 = <b>£9,790</b> (7/12 of £9,240 = £5,390) + (5/12 of £10,560 = £4,400)
Academic year or years covered by statement	2019-2020
Publish date	25 February 2020
Review date	1 October 2020
Statement authorised by	
Pupil premium lead	Mrs Lynnsey Batey
Governor lead	Prof. David Vaughan

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.37 (100%)
Writing	2.22 (100%)
Maths	3.56 (100%)

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100% (maintain positive progress scores)
Achieving high standard at KS2	100%
Measure	Activity
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Ensure quality first teaching in small mixed-age classes with additional 1:1 pre/post-teaching to support individual learning needs and diminish gaps.
All pupils will be happy, flourishing and living life in all its fullness.	All pupils will believe in themselves, have good mental health and well-being so that they can be happy and flourish in all areas of learning and life.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. Additional quality time will be given for whole staff CPD throughout academic year.
Projected spending	£ 2,000 (release times for CPD/intervention)

## Teaching priorities for current academic year (to be reviewed in October 2020)

Aim	Target	Target date
Progress in Reading	100% of pupils are working at age-related expectations or better.	July 2020
Progress in Writing	100% of pupils are working at age-related expectations or better.	July 2020
Progress in Mathematics	100% of pupils are working at age-related expectations or better.	July 2020
Phonics	100% of pupils are working at age-related expectations or better.	July 2020
Self-Esteem, confidence and happiness (SEMH)	100% of pupils feel happy, self-confident and are able to flourish	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

Measure	Activity
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Small group phonics for vertically grouped learners plus T & TA daily interventions of pre/post-teaching. Reading intervention (£59/wk/pp approx. 10wks X 3) Numbers Counts up to £2,000 for 2 x group work
All pupils will be happy, flourishing and living life in all its fullness.	Social and emotional learning through small nurture group; counselling from external agencies (CBUK, young carers, private counsellor, etc.) £50/hr x 20hrs up to £1,000. Access to outdoor / out of school learning experiences and residential visits (£800)
Barriers to learning these priorities address	Continue to support pupils in being ready and prepared for learning with uniform, PE kit, school bag and equipment, hygiene care and products. £200
Projected spending	£5,770

## Wider strategies for current academic year

Measure	Activity
All pupils will achieve at least expected standard at KS2 or end of year assessments.	Ensure online learning is available for intervention and support for all pupils (Lexia £800; Mathseeds £400; My Maths £220; Times Table Rock Stars £170) = £1,590

All pupils will be happy, flourishing and living life in all its fullness.	Continue to develop our Spiritual Capacities across school to support SEMH, SMSC, character development and spiritual development.
Barriers to learning these priorities address	Building confidence and personal value to overcome external barriers.
Projected spending	£1,590

**TOTAL Projected spending from £9790 is £2,000 + £5,770 + £1,590 = £9360**

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resources are given for staff to prepare, deliver and review new teaching strategies and interventions.	Use of INSET days /twilights. Additional supply cover / specialist teacher being provided from PPG.
Targeted support	Ensuring enough time / appropriate timetabling for STA to deliver phonics support and for T to deliver Reading Intervention. Sourcing the correct and age-specific SEMH support for individuals/groups.	Additional supply cover / specialist teacher being provided from PPG.  Additional supply cover / specialist teacher being provided from PPG.
Wider strategies	Maintaining focus/time to develop Spiritual Capacities.  Engaging the families facing most challenges.	Whole School project.  Maintain positive relationships with families, Early Help Provision/Officer and continue to seek outside agency support.

### Review: last year's aims and outcomes (2018-2019)

Aim	Outcome
Raise attainment in English: Grammar, Punctuation and spelling, along with handwriting for targeted pupils. Positive (0+) progress scores for targeted pupils (End-of-year Testbase tests)	100% achieved expected standard and 50% achieved higher standard (GD) in KS2 EGPS with average spelling score increasing. All pupils made around 0 progress across school.
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.	100% achieved expected standard in KS2 maths with an average score of 107. All pupils made around 0 progress across school.
Increased attendance rates for pupils eligible for PP.	All attendance improved.

See 2018-19 review document for further details.