

# 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>£9,240</b> (7/12 of £9,240 = £5,390) + (5/12 of £9,240 = £3,850)
Academic year or years covered by statement	2019-2020
Publish date	25 February 2020
Review date	1 October 2020
Statement authorised by	Governing Board
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	Impact
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	Positive impact from phonics intervention seen just before lockdown. (within provision) Began R.I. in March and will continue in Sept. (approx.. £340) Recruited for Sept (£0)
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)	Difficulty access provision for counselling, CAHMS, etc. Hopefully Early Help can move this on in Autumn. 4/7 attended residential in January costing £160 each = £640
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	Approx. £200 for all children
	Projected spending £5,770	Actual spending £1,180

## Wider strategies for current academic year

Measure	Activity	Impact
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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	Also bought Mathseeds £300 Online learning provision came into its own during home learning in lockdown. Where children were unable to access online learning due to no devices, school lent out some laptop.
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.	Great positive progress across the school community with respect to our school vision and values and how these have supported SEMH, SMSC, character and spiritual development across the school. Children are flourishing and finding their own self-worth and place in society. Weekly contact home from staff / DSL via telephone calls and contact via zooms and emails helped to ensure SEMH was supported as best we could during lockdown.
Barriers to learning these priorities address	.	School paid for FSM £90 School organised family support throughout lockdown including food parcels and other specific provision.
Projected spending	£1,590	Actual spending £1,890

## 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 of aims and outcomes (2019-2020)

Aim	Outcomes see above for details.
All pupils will achieve at least expected standard at KS2 or end of year assessments.	We were unable to measure the true impact of the aims due to school closure.
All pupils will be happy, flourishing and living life in all its fullness.	<p>Up to March 2020, all pupils demonstrated great impact from the given strategies and daily learning. 4/8 children attended our winter residential and were challenged during the two nights away to be resilient and try out new challenges and feel individual and group success. Children engaged full yin school life especially in CW, SMSC development, including leading CW in the community and reflecting upon their own spiritual capacities.</p> <p>However, due to Covid lockdown and home learning, some children have regressed /have greater or different needs to address.</p>
Barriers to learning these priorities address	We continue to support families with uniform, PE kits and trainers, hygiene products and other barriers to learning, like subsidising trip, milk, fruit and clubs.

**TOTAL Projected spending from £9,240 is** £2,000 + £5,770 + £1,590 = **£9360**

TOTAL actual spend is £3,070

So £9, 240 - £3,070 = £6, 170 to carry forward into 2020-21 when children are back in school. See plan for 2020-21.