

# Shotley Bridge Primary School

## Pupil Premium Strategy Statement 2019 – 2020

### 1. Rationale

At Shotley Bridge Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

### 2. Reception – Y6 Pupil Premium Funding

<b>Pupils Eligible for PP Funding</b>	<b>Number of FSM children</b>	<b>Number of Looked After Children</b>	<b>Number of Service Children</b>	<b>Number of Post Looked After Children</b>
56 (£89,840)estimated	Per Pupil £1,320 45 (£59,400)	Per Pupil £1,700 3 (£5,100)	Per Pupil £300 1 (£300)	Per Pupil £2,300 7 (£16,100)

\*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

### 3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
0	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

### 4. Pupil Premium Summary Information

Total Number of Pupils ( Inc. FTE )	389	Number of Pupils Eligible	56
Total Pupil Premium Budget	£89,840	% of Pupils Eligible	14.3%

## 5. 2019 - Outcomes

The data below shows the attainment at the end of YR, Y2 and Y6 and the Y1 Phonics attainment.

YR At End YR	% of cohort entering in line with Age Related Expectations	% of cohort who have achieved EYFS ARE+	National (At End 2019)	% Entering Above	% of cohort Who have Exceeded EYFS ARE+	National (At End 2019)
Reading	1/2 50%	2/2 100%	62%	0/2 0%	0/2 0%	9%
Writing	2/2 100%	2/2 100%	58%	0/2 0%	0/2 0%	5%
Number	1/2 50%	2/2 100%	66%	1/2 50%	1/2 50%	8%
SSM	1/2 50 %	2/2 100%	69%	0/2 0%	1/2 50%	7%
GLD		1/2 50%	56%			

	School	National
Y1 Phonics Screening Test	5/5 100%	71%

Y2 At End of Y2 Prog	Expected +		Above	
	At end YR	At End of Y2	At end YR	At End of Y2
Reading	9/11 81.8%	8/11 72.7%	3/11 27.3%	4/11 36.4%
Writing	8/11 72.7%	8/11 72.7%	1/11 9%	2/11 18.2%
Maths (In YR, Number)	9/11 81.8%	8/11 72.7%	3/11 27.3%	2/11 18.2%

At KS1 2019 Disadvantaged pupils' attainment is considerably greater than national. We continue to close the gap between Disadvantaged pupils attainment and non-disadvantaged pupils. The gaps between Disadvantaged children and non-disadvantaged children in school are smaller than and considerably smaller than the gaps nationally in Reading, Writing and Maths at Expected and at Greater Depth.

<b>Y6 At End of Y6</b>	<b>Expected +</b>		<b>Above/GD/HS</b>	
<b>Attainment against National</b>	<b>At End of Y6</b>	<b>National</b>	<b>At End of Y6</b>	<b>National</b>
<b>Reading</b>	8/10 80%%	62%	2/10 20%	17%
<b>GPS</b>	8/10 80%	68%	2/10 20%	25%
<b>Writing</b>	9/10 90%	68%	1/10 10%	11%
<b>Maths</b>	8/10 80%	68%	2/10 20%	16%

<b>Y6 At End of Y6</b>	<b>Expected +</b>		<b>Above/GD/HS</b>	
<b>Progress from KS1</b>	<b>At end KS1</b>	<b>At End of Y6</b>	<b>At end KS1</b>	<b>At End of Y6</b>
<b>Reading PP</b>	8/10 80%%	8/10 80%%	2/10 20%	2/10 20%
<b>Writing PP</b>	5/10 50%	9/10 90%	1/10 10%	1/10 10%
<b>Maths PP</b>	8/10 80%	8/10 80%	2/10 20%	2/10 20%

At KS2 2019 Disadvantaged pupils attainment is considerably greater than national at Expected and equivalent to national at Greater Depth. The gaps between Disadvantaged children and non-disadvantaged children in school are smaller than and considerably smaller than the gaps nationally in Reading, Writing and Maths at Expected. The gaps between Disadvantaged children and Non-disadvantaged children in school at Greater Depth are not better than National. This will remain a school priority to raise the attainment at Greater Depth for our Disadvantaged children.

<b>6. Internal Barriers to Future Attainment</b>		
<b>In-school barriers</b>		<b>Desired Outcomes</b>
<b>A</b>	Low levels on entry of PP pupils, particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing in Reception.
<b>B</b>	Pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP make at least expected progress each year in order to meet age related expectations and close the gap further before end of Key Stage 1.
<b>C</b>	Low levels of resilience for some pupils (including those eligible for PP)	Levels of resilience will be improved, shown through improved attainment and progress.
<b>D</b>	Pupils have learning needs which do not directly attract funding from top-up, but need access to interventions in small groups.	Early interventions and high quality resources are available to develop reading, writing and maths.
<b>7. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)</b>		
<b>External barriers</b>		<b>Desired Outcomes</b>
<b>E</b>	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.	Addressing wellbeing concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.
<b>F</b>	Low attendance rates for some PP children	Improve overall PP attendance in line with national expectations.

	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Evaluation/ Impact (Autumn, Spring, Summer)</b>
<b>A</b>	Pupils eligible for PP make progress in line with national expectations, from low starting points, particularly in reading and writing in Early Years.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 3 hours (x2)  Cost: £20,000	
<b>A</b>		DCC Early Years Audit from Advisory Team to work with EY staff.	Findings from Advisory Team	£1000	
<b>A</b>		Staff attend internal and external moderation throughout year.	Many different evidence sources suggest that high quality feedback is an effective way to improve attainment and ensure consistency throughout school.	£2500	
<b>A</b>		Monitoring to ensure high quality feedback is given to pupils to ensure that learning is moved forward and accelerated.	Many different evidence sources suggest that high quality feedback is an effective way to improve attainment and ensure consistency throughout school.	Marking and feedback training. In house CPD. £500	
<b>A</b>		Use of Speech and Language link assessments identify pupils behind ARE. Preparation of support plans by staff ensure that	Some pupils lack opportunity to develop age appropriate speech and language skills at home. These programmes will identify needs and give discreet programmes which can be taught by teachers and TA's to improve outcomes.	Monitoring by EY leader, SENCo and Literacy leader. Outcomes improved at end of Reception. £2500	

<b>A</b>		Deployment of TA's to provide targeted support in Reception to enable PP pupils be supported.	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proved successful in the setting as we train our TA's to the same standard as the teachers.	£7500	
<b>A B C D</b>	Pupil progress in KS1 is accurately tracked and staff are supported and challenged to reach targets	Release time for staff to spend with SLT to discuss pupil attainment and set clear targets.	EEF toolkit identifies that correctly focussed and well planned support has an impact on pupil progress. In our school, SLT lead on assessment and lead pupil progress meetings with staff.	£2000	
<b>B</b>	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of KS1.	Reading books linked to Letters and Sounds phonics programme.	EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	£1000	
<b>B C</b>	Eligible pupils make expected academic progress and/or attain expected standards	Deployment of TAs to provide targeted support throughout to enable teacher to support PP pupils.	Different evidence sources e.g EEF toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.	£20000	
<b>C</b>	Levels of resilience improve, shown through improved attainment and progress.	Referral to BIT Regular support sessions for individuals or groups as appropriate.	Children who are not emotionally ready to learn do not make as much academic progress. Staff are trained to deliver sessions. Children are able to work with familiar adults to develop their emotional resilience.	£3000	
<b>C</b>	To provide social, emotional, behaviour	5 staff complete 9 week counselling course.	Reduce incidents and improve attendance. Enable children with social	£1250	

	and anger management for small target group of children from trained professionals.	Use of Future Steps	and emotional difficulties to access the curriculum through their own coping strategies. Self regulation is shown to have a high impact for progression.	£3000	
<b>C</b>	To target communication skills, attention, turn taking and collaborative problem solving.	Lego Therapy	Improved social skills and communication to impact on all areas of unstructured time and the curriculum. Social and emotional learning has shown to have a moderate impact.*	4 Trained TAs, delivering numerous times per week. £9000	
<b>D</b>	Early interventions and high quality resources are available to develop skills including reading, writing and maths.	Children receive 1:1 and small group intervention sessions with intervention resources / programmes for catch up, booster, skills development.	EEF toolkit identifies that correctly focussed and well planned support has an impact on pupil progress.	£2000	
<b>E</b>	Addressing well-being concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	Referral to outside agencies such as Future Steps for training, strategies and guidance to support attachment issues in school.	Children who are not emotionally ready to learn do not make as much academic progress. Staff are trained to deliver sessions. Children are able to work with familiar adults to develop their emotional resilience.	£14100	
<b>E</b>	Children have 'trusted' adult to approach and are more emotionally secure.	Identified TA's greet children at the start of the day.	EEF recognise the impact of pupil premium mentors in school to ensure children have somebody to talk to about their concerns. Identified staff will provide support to key children.	£5000	
<b>E</b>	Pupils requiring support through care teams have their individual needs met.	BIT Referral SLT attend TAF/Care team meetings	Evidence suggests that when all stakeholders work together to achieve common goals with children's interests at the forefront, greater percentage of children will make progress socially and emotionally.	£10000	



<b>F</b>	Overall PP attendance improves in line with national expectations.	AHT to monitor attendance and communicate with parents. Instigating attendance assemblies and rewards as appropriate.	Government drive on improving attendance with target set at 96%. Children not attending school regularly are missing out on learning in the classroom and on additional timetabled support,	£2000	
<b>F</b>	Overall PP attendance improves in line with national expectations.	Administrators follow up on absences daily, particularly no reason absences.	Government drive on improving attendance with target set at 96%. Children not attending school regularly are missing out on learning in the classroom and on additional timetabled support,	£2000	

## 11. Budget Summary

Desired Outcome		Cost
A	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing in Reception. Plus: Pupil progress in KS1 is accurately tracked and staff are supported and challenged to reach targets	£36,000
B	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further.	£11,000
C	Levels of resilience will be improved, shown through improved attainment and progress.	£26,250
D	Early interventions and high quality resources are available to develop reading, writing and maths in KS1.	£2000
E	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	£29,100

F	Improve overall PP attendance in line with national expectations.	£4000
<b>Total Budget Spent</b>		£108,350

<b>Additional Funding Supporting Provision</b>	
£108,350 - £89,840 = £18,510	

<b>Governance</b>			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Mrs Charlotte Wainwright			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:

Autumn Summary
Spring Summary
Summer Summary

<b>Review Date</b>	Dec 2019
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