# Pupil Premium Strategy Document 2018/19

**Background:**

Pupil Premium is a Government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2017 – 2018, Pupil Premium has a value of £1320 per eligible pupil, £1900 for children who are look after, and a smaller provision of £300 for those pupils who have a parent in the armed services. Neither the Government or any Government agencies have dictated how the Pupil Premium money should be spent; schools have the freedom to spend the Premium in a way they think is best to raise the attainment for the most vulnerable pupils and narrow the gap between the highest and lowest achieving pupils.

**Principles/Barriers:**

The children in our school who are eligible for Free School Meals, and consequently generate Pupil Premium, are spread across the school, varying from 1 to 16 pupils in each year group. Regular assessments and close tracking enables us to target these children throughout their school life to ensure they make the same progress as their peers. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals. The needs of the individual are paramount in this process and are always the starting point when developing our teaching and learning strategies.

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| **Summary Information** | | | | | |
| **School** | Shield Row Primary School | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | £66,580 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 188 | **Number of pupils eligible for PP** | 50 | **Date for next internal review of this strategy** | Termly |

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| **Barriers to future attainment (for pupils eligible for PP)** |
| High number of children from ‘vulnerable backgrounds’ with specific social and emotional needs which affect their learning |
| Low attendance rates and poor punctuality impacts on the ability to access learning |
| Lack of parental engagement impacts on home learning and practicing/ securing basic skills |
| Not all pupils are encouraged to read at home or read regularly to an adult |

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| **Desired outcomes** |
| * Ensure 60% of disadvantaged children achieve at least the expected standard in all subjects * Continue to narrow the gap between disadvantaged and non-disadvantaged pupils * Ensure all pupils receive high quality, teaching and support within lessons. * Provide a wide range of opportunities for pupils to develop their self-confidence, self-esteem, social and behavioural skills, and their resilience. * Provide additional teaching assistants to support learning * Provide interventions for identified children, focusing on basic skills. * Provide high quality resources for pupils to access, which motivate and inspire. |

**How our Pupil Premium will be spent:**

After researching (through a literature review) the impact on learning of effective spending, Shield Row Primary School has decided to spend the majority of its pupil premium funding on additional staffing. We have taken this decision to increase the opportunity for children to work with an adult regularly. This will facilitate in the following factors, which research shows has a significant impact on progress and learning:

* More opportunity to cater for diversity and difference
* Greater engagement in learning
* Better monitoring of pupil progress
* Earlier diagnosis of pupil difficulty
* More inclusive and more personal teaching
* Higher levels of physical safety
* More immediate rewards for achievement
* Children are more likely to be 'on-task'
* Group work is more easily managed
* More opportunity for pupil interactions

Therefore as a school we currently spend the majority of our additional funding on staff so that the above can be realised.

In addition to classroom based roles, additional staffing will have specific responsibilities in relation to interventions and catch up programs aimed at accelerating progress and raising attainment for pupil premium children.

**Specific spend - English:**

29% of our current disadvantaged pupils are below the expected standard in reading. Therefore, we plan to invest in resources to allow for high quality reading intervention to take place. Having experienced positive impact from the use of Read, Write, Inc last academic year we aim to continue to deliver the programme to targeted pupils this year. These sessions will be delivered by a trained TA. Taking into account the costs of staff and resources, this spend will be approximately £3206.

33% of our disadvantaged pupils are below the expected standard inwriting. We will deploy a Teaching Assistant into five of our classes, to allow for high quality first wave teaching and support in English. In addition to this we will run ‘stop and fix’ interventions to ensure children stay on track in English and secure basic skills. **Our total spend will be £43,128.**

Baselines will be taken prior to interventions and the impact of TA led programmes will be measured using exit data on completion of the intervention. The impact of teaching support within the classroom will be monitored carefully through observations, book scrutiny, Stop and Fix It impact files and teacher assessment data on a half termly basis.

**Specific spend - Maths:**

29% of our disadvantaged children are below the expected standard in maths. We will spend £14,615 to be able to deploy a Teaching Assistant in five of our classes, to allow for high quality first wave teaching and support in morning Maths sessions. In addition to this we will run ‘stop and fix’ interventions to ensure children stay on track in maths. In light of powerful research on the concrete, pictorial, abstract approach to mathematics we will invest in concrete resources which will support pupils in their grasp of mathematical concepts and understanding of number. **Our total spend will be £20,307.**

The impact of these interventions and support will be monitored carefully through observations, book scrutiny, Stop and Fix It impact files and teacher assessment data on a half termly basis.

**Specific spend - Social and Emotional Learning:**

49% of our disadvantaged pupils have social and emotional difficulties including anxiety, low self-esteem, poor social skills and anger management. We will deploy a highly skilled HLTA, with a background in Behaviour Support and experience of successful nurture groups, to run afternoon intervention sessions for targeted pupils to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. The EEF states that, ‘on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).’ In addition to this we will offer Listening Matters, Cognitive Behaviour Therapy and Therapeutic Story Writing. **Our total spend will be £10, 666.**

Boxhall profiles will be used to evidence impact, along with attainment data. These interventions will be reviewed termly.

**Specific spend – Attendance:**

A high proportion of our disadvantaged children have poor attendance and/ or are persistent absentees. To support vulnerable families with promoting good attendance in school and good punctuality we will offer funded breakfast club places to targeted families. Our allocated spend is **£3800.**

Total spend for the focuses outlined above will be **£77, 901.**

**£11, 321** will be used from the school’s budget to supplement the pupil premium grant so that the school can drive improvement and close gaps between our disadvantaged and non-disadvantaged pupils.