

Shalfleet C.E. Primary School – Pupil Premium Strategy 2017-18

1. Summary information					
School	Shalfleet C.E. Primary School				
Academic Year	2017-18	Total PP budget	£35,200	Date of most recent PP Review	June 2018
Total number of pupils	170	Number of pupils eligible for PP	18	Date for next internal review of this strategy	September 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children eligible for Pupil Premium do not consistently achieve as well as their peers at the end of Key Stage 2	
B.	Fewer life experiences and opportunities means some high attaining pupils eligible for Pupil Premium and not yet consistently making enough progress across the school or achieving greater depth	
C.	A few children need to develop their emotional intelligence and resilience further in order to attain in line with their peers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some attendance rates for pupils eligible for PP are lower than their peers. This reduces their school hours and causes them to fall behind on average.	
E.	Some pupils eligible for Pupil Premium have challenging family circumstances which impact upon their learning and progress in school	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for Pupil Premium to achieve as well as their peers by the end of Key Stage 2 and improve in their mental maths skills, reasoning and writing skills (handwriting and spelling)	The percentage of disadvantaged pupils making expected progress and achievement will increase The percentage of disadvantaged pupils reaching their targets in reading, writing and maths will increase
B.	Pupils eligible for Pupil Premium will have increased life experiences and opportunities enabling them to make more progress across the school and to have the chance to reach greater depth	Pupils eligible for PP will make as much progress as other pupils who are higher attaining
C.	Develop emotional resilience and intelligence skills within the curriculum so that children are better able to cope with the demands of the learning and as a result make typical progress based on starting points	More pupils will have accessed ELSA support throughout their academic year Families will come into school on a more regular basis – home/school links will have strengthened

		90% of pupils eligible for PP receiving ELSA support will reach their end of year targets
D.	Increased attendance rates for pupils eligible for PP.	Increase attendance rates amongst children eligible for PP
E.	Families are supported and children are given targeted support in school so they are able to have the experiences they may not get at home enabling them to start to make progress from their baseline assessments	<p>Pupils entitled to PP are given appropriate support evidenced through the Early Help Impact Sheet</p> <p>Pupils are given appropriate emotional support enabling them to be more settled at school and ready to learn</p>

Recommended uses of pupil premium	Examples of these in school	Cost implication	Impact
Federation Activities Opportunities for the children to build their Social Skills working in the partner school across the Federation	<ul style="list-style-type: none"> • Focus days in each school • Clubs • Football Club • Shared Trips 	50% reduction for attendance.	An increase has been seen in attendance within school. Some children who lacked confidence to join in with activities are now participating when they hadn't previously. This has been particularly noticeable within physical education; which has also impacted on increased attendance with improved health an physical fitness..
Extended Schools Activities Clubs, have been found to raise both attendance and self-esteem in school time and outside of school time	<ul style="list-style-type: none"> • School Clubs • Provide transport for after school and out of school activities 	50% reduction for attendance.	
Extended Schools Activities Visits, have been found to raise both attendance and self-esteem	<ul style="list-style-type: none"> • Year 6 residential • Year 4 residential • Class educational visits • Class educational visitors into school 	Reduction on cost to allow participation	
Intervention Support To close identified gaps in learning and raise self-belief	<ul style="list-style-type: none"> • Additional adult support given to whole class enabling higher adult pupil ratio • Extended hours to lead interventions – GEP, Booster groups and IEP where needed • Educational Psychologist support • Additional hours for Inclusion Manager 	Staff CPD and training Cost of staff Element of EP services buy in Increase Inclusion Manager hours	Intervention support has shown increased steps in progress for those children who are also identified as having special educational needs or who have gaps in their learning.
ELSA Support/Play Therapy To close identified gaps in learning and raise self esteem	<ul style="list-style-type: none"> • ELSA support set up • Contract with Play Therapist • Outreach Support 	Staff CPD and training Cost of staff Cost of Outside Agency Specialists	Playground observations by staff have highlighted increased social interaction and resilience which has resulted in better peer relationships.
Transition Support	<ul style="list-style-type: none"> • Development of the whole child through raising self-esteem and independence in preparation for transition • Pastoral Support for pupils • Parent transition meetings and home visits 	Family Support Officer Inclusion Manager time Pastoral Support time Element of supply cover to release staff for transition meetings and home visits.	Children transitioned to secondary school successfully and successful strategies used within primary school were shared with the secondary school transition teams

<p>More Able/Talented Pupils</p> <p>For those pupils who are More Able in certain subjects (including arts and PE), self-belief and self-esteem and talents can be raised by identification of the strength</p>	<ul style="list-style-type: none"> • Provided more able support • More Able Workshops • Sporting Activities • Music Lessons • Interschool More Able Workshops • Learning Leaders 	<p>CPD for more able Staff release time to support Learning Leaders Reduction on workshops 50% reduction on sporting activities</p>	<p>This has not had an impact on academic progress. However strengths in other areas have been supported and the children have flourished in these subjects.</p>
<p>Marking and Feedback</p> <p>Feedback for children and teachers on children's performance relative to learning goals which are challenging.</p>	<ul style="list-style-type: none"> • Further development of pupil feedback • Further develop new assessment procedures • The DOJO messaging service 	<p>CPD for teachers around use of feedback CPD for teachers around use of assessment Staff time in DOJO messaging</p>	<p>All pupil premium pupils have made progress.</p>
<p>Family Liaison Support</p> <p>Early intervention research shows that high-quality family support can improve the working partnership of school and home. Improve attendance and therefore attainment</p>	<ul style="list-style-type: none"> • CAF • TAF • Family Support Officer meetings • Meeting with relevant parents • Support for attendance • Support for lateness • Meetings with the EWS 	<p>Family Support Officer Staff time for follow up and tracking Time for meetings Awards</p>	<p>Pupils whose families are receiving this support have managed to continue to come into school. Increases in attendance for some, has been seen and progress has been made in academic subjects.</p>
<p>ICT</p> <p>The use of digital technologies to support learning can be effective, to provide differing learning opportunities at home and at school</p>	<ul style="list-style-type: none"> • Increase and update hardware in school 	<p>Cost of the hardware CPD for staff in use</p>	<p>Increased attention has been observed when children are using digital technologies to support their learning.</p>
<p>Relations with Parents</p> <p>The evidence suggested that increased parental interaction can allow for increased understanding and raised levels of attainment and progress</p>	<ul style="list-style-type: none"> • Parent forum • Individual meetings with parents where needed • Parent Information evenings • Parent workshops • Parents attending praise events and presentations • DOJO messaging system 	<p>Time Staff release time for preparation</p>	<p>For parents who attend events and meetings an increase had been seen in the support given to practice what is learnt in school at home. Dojo messaging helps the child as the teacher and parent liaise over any homework difficulties or other issues that can really impact on that child during their school day.</p>
<p>Data Tracking</p> <p>Essential tracking of pupils in receipt of pupil premium</p>	<ul style="list-style-type: none"> • Designated member for overseeing pupil premium allocation and tracking to ensure best possible provision is being provided 	<p>Teacher release time Inclusion Manager increased hours</p>	<p>This has given us the opportunity to track these pupils closely and has contributed to identifying areas for development and ways to increase the opportunities for successful learning and development for our pupils.</p>