

## Shalfleet C.E. Primary School Pupil Premium School Review 2019-20

Metric	Data
School name	Shalfleet C.E. Primary
Pupils in school	181
Proportion of disadvantaged pupils	8.3% (15 children)
Pupil premium allocation this academic year	£29,000
Academic year or years covered by statement	2019-21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mrs Carla Bradshaw
Pupil premium lead	Mrs Jane Collins
Governor lead	Mrs Caroline Weeks

Disadvantaged pupil progress scores for academic year 2019. No formal assessments took place last year due to CV-19.

Measure	Score
Reading	+0.2
Writing	+2.7
Maths	+2.4

Disadvantaged pupil performance overview for academic year 2019. No formal assessments took place last year due to CV-19.

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – Magnificent Mastery Phase 2	<b>Actions:</b> White Rose Mastery Planning/Progression embedded across the federation

	Teaching staff and HLTAs to have additional training on the Mastery approach
	Maths Mastery resources purchased and used
	A progression map for Mastery language to be used
	HT and Maths leader to lead the Maths Mastery Hub being set up with other schools across the Island to share good practice
Targeted academic support	Buy and embed the Maths Mastery resources and CPD across all year groups to deepened Maths understanding and fluency
Barriers to learning these priorities address	Ensuring all members of staff follow a consistent agreed approach and the recommended interventions (e.g. Times Table Rock Stars)
Projected spending	£10,000
Priority 2 – Reading the Write Way	Development of spelling approach including external training and resources Continued use of Cued Spelling the agreed intervention and parents to be offered training Federation focus on raising level of vocabulary choices (3 tiered words) in both spoken and written language
Targeted academic support	Buy and embed spelling approach and CPD across all year groups to improve children's spelling in independent writing
Barriers to learning these priorities address	Ensuring all members of staff follow a consistent agreed approach to English and using the recommended interventions (e.g. Cued Spelling) Parents attending the offered spelling intervention training
Projected spending	£7,500
Priority 3 – Leading a Federated Curriculum	Subject leaders lead staff CPD through Staff Meetings and attend leadership CPD to develop the curriculum  Subject Leaders coaching model established for particular staff members ensuring all teaching and learning is at least good  Pupil conferencing sessions are established by Subject Leaders and responses recorded – with a focus on disadvantaged pupils  Mainland trips continue to enhance pupil's learning experience and wider cultural understanding  Inspire talk days continue across the Federation (3 x per year)  'Work Experience' day for USK2 is introduced
Targeted academic support	Subject Leader time developing wider curriculum Commitment to the development of a coaching model Offer of mainland trips, inspire days and work experience days
Barriers to learning these priorities address	Ensuring all members of staff follow a consistent agreed approach to the teaching of the wider curriculum

	Families taking advantage of the additional curriculum offers available such as trips, inspire days and work experience
Projected spending	£10,000
Priority 4 – Future Progress for All	Individual disadvantaged pupils needs discussed and addressed through designated staff meeting and further updated during data meeting
	CPD provided for TAs relating to the children's areas of need
Targeted academic support	Addressing individual disadvantaged pupils barriers to learning through accessing external support
Barriers to learning these priorities address	Funding barriers
	Families taking advantage of the additional curriculum offers available such as trips, inspire days and work experience
Projected spending	£1,500

#### Teaching priorities for academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Score in Key Stage 2 Reading	September 2021
Progress in Writing	Maintain being above the National Average Progress Score in Key Stage 2 Writing	September 2021
Progress in Mathematics	Achieve National Average Attainment Percentage in Key Stage 2 Maths	September 2021
Phonics	Maintain being above the National Average for Phonics Test in Year 1 and the retakes in Year 2	September 2021

#### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time and resources for staff to run interventions	Ensure that the timetable allows for members of staff to run their intervention timetable effectively

Wider strategies

Engaging the families facing  
most challenges

Increase hours of Family  
Services Manager  
Offer a wide range of trips,  
inspire days, brunch and  
parent training

Review: Outcomes for 2019. No formal assessments took place in the academic year 2020 due to CV-19.

Aim

Outcome

Reading

Increase in Progress Scores in Reading from 2018-19

Decline in Attainment in Reading from 2018-19

Increased Higher Scores in attainment and progress in Reading 2018-19

Hence focus on Guided Reading and Reading Assessment focus this academic year

Writing

Increase in Progress Scores in Writing from 2018-19

Increase in Attainment in Writing from 2018-19

Plateau Higher Scores in Attainment, although an increase in Higher Scores Progress in Writing 2018-19

Focus on Spelling as an area identified as a weakness

Maths

Increase in Progress Scores in Maths from 2018-19

Increase in Attainment in Maths from 2018-19

Plateau Higher Scores in Attainment, although an increase in Higher Scores Progress in Maths 2018-19

Hence our continued Maths Mastery journey