

Shalfleet C.E. Primary School Pupil Premium School Overview

| 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 last academic year

| Measure | Score |
|---------|-------|
| Reading | +0.2 |
| Writing | +2.7 |
| Maths | +2.4 |

Disadvantaged pupil performance overview for last academic year

| 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 | Actions: White Rose Mastery Planning/Progression embedded across the federation Teaching staff and HLTAs to have additional training on the Mastery approach |

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

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|---|--|
| 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 current 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: last year's aims and outcomes

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