

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sharrow School				
Academic Year	2018 - 19	Total PP budget	£186 120	Date of most recent PP Review	September 2018
Total number of pupils	498	Number of pupils eligible for PP	121	Date for next internal review of this strategy	January 2019

2. Current attainment (2018 outcomes)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2018)
KS2 % achieving in reading, writing and maths	70%	64%
KS2 progress in reading	3.17 (19 pupils)	0.3
KS2 progress in writing	3.42 (19 pupils)	0.2
KS2 progress in maths	4.15 (19 pupils)	0.3
KS1 % achieving standard in reading	50%	79%
KS1 % achieving standard in writing	50%	74%
KS1 % achieving standard in maths	75%	80%
Y1 % achieving expected standard in phonics	83%	85%
EYFS % achieving GLD	47.1%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Very limited life experiences impacting on general knowledge, ability to organise, limited depth of vocabulary affecting progress and attainment of more able disadvantaged pupils in particular
B.	Poor oral language skills, particularly in Foundation Stage and KS1, in addition to EAL, prevents the children accessing the curriculum and making good progress
C.	Low starting points and poor problem solving skills requiring accelerated progress by children to achieve age expected levels or above
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	% of sessions missed due to Overall absence for PP children is higher than non PP children.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and attainment rates for more able disadvantaged pupils	Increased proportion of more able disadvantaged children will achieve greater depth at KS2. Progress for more able disadvantaged children will be in line or above all children.
<b>B.</b>	Improved oral language skills in Reception, KS1 and identified children in KS2	Children make above expected progress so that the proportion that achieve age related expectations or above is in line with all children
<b>C.</b>	Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Children make above expected progress so that the proportion that achieve age related expectations or above is in line with all children
<b>D.</b>	Improved attendance rates for disadvantaged pupils	Overall PP absence rate improves and is in line with national 'other' pupils

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Training for all staff on the teaching of reading skills and in particular children's ability to empathise with characters and understand issues from others points of view.</p> <p>Alongside this we will also revisit collaborative learning and organise further training.</p>	<p>Our children are making the least progress in Reading. Although our phonics scores are in line with and above national, our outcomes for reading are below national. An audit of Reading lessons in school indicates that the children's ability to empathise with characters is the least well developed skill and one that is addressed in teaching the least. However, all comprehension strategies will be visited through our CPD.</p> <p>EEF Toolkit: Reading Comprehension strategies suggests that successful reading comprehension approaches deliver an additional 6 months' progress. Guidance is available for both KS1 and KS2.</p> <p>The toolkit also highlights how these strategies are more effective when combined with collaborative learning. Although this is an area we have visited in the past, we have a number of new staff to the school who have not had this training or are not confident with this approach.</p>	<p>CPD led by the English leads, Coaching for individual staff as identified Team teaching, Observations by SMT and middle leaders. Peer observations</p>	SMT	July 2019

<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Further staff training for all staff on questioning and how to help pupils become independent learners to improve children's higher order comprehension skills</p>	<p>Following on from the work started last year, we want to continue to invest in some longer term changes which will support all pupils. A range of different evidence sources including EEF Toolkit and Pupil Premium Report by Oxford School Improvement: Improving the impact of TAs suggest that high quality feedback and questioning together with strategies to support children becoming independent is an effective way to improve attainment.</p> <p>EEF Toolkit: Feedback +8 months</p>	<p>Ongoing training will be provided by SMT and middle leaders.</p> <p>Observations and feedback to staff by SMT and middle leaders.</p> <p>Peer observations to develop understanding of skills and embed learning</p>	<p>SMT</p>	<p>July 2019</p>
<p>B. Improved oral language skills in Reception, KS1 and identified children in KS2</p>	<p>Training for TAs and teaching staff on language approaches and interventions</p>	<p>The Deputy Senco and an HLTA's have accessed training on specific language programmes and worked closely with speech and language therapists to personalise these programmes to meet the needs of Sharrow children. They have successfully implemented these programmes They have begun to train some staff but this needs extending so these interventions can be embedded more widely across school. Training is also needed on language strategies to use in day-to-day teaching in the classroom.</p> <p>EEF Toolkit: Oral language interventions +5 months</p>	<p>Organise timetable so staff leading interventions have time to work alongside staff new to delivering interventions.</p> <p>Pre and post intervention assessments, data monitoring</p> <p>Observations of interventions by Deputy Senco and HLTA.</p>	<p>Deputy Senco and HLTA</p>	<p>Termly for specific children and groups and July 2019 for overall effectiveness.</p>
<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Teaching across school is good. We want to improve this to outstanding. Staff training on 'What makes a lesson outstanding?' with a focus on Blooms taxonomy.</p>	<p>Building on the work started last academic year, and introducing this way of working to new staff, teaching staff need to be further challenged to improve the quality of their teaching to move it from Good to Outstanding. A focus on Blooms taxonomy will help staff to analyse their teaching and the learning that takes place in their lessons so they can be more effective.</p> <p>EEF Toolkit: Feedback - Blooms Mastery learning +8 months</p>	<p>Training delivered by SE, Deputy HT. Topic re-visited at regular intervals during the year so staff have time to try out different strategies and evaluate them.</p> <p>Observations by SMT and middle leaders.</p>	<p>SMT</p>	<p>July 2019</p>
<p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>CPD for staff on the use of Forest School to support the development of children's problem solving skills.</p>	<p>The Forest School is being increasingly used by some staff but is an underused resource. It provides an excellent opportunity for children to be involved in problem solving activities. CPD for staff and a resource bank of ideas will increase staff confidence so that all children in all year groups have the opportunity to access this resource. And develop their problem solving skills and co-operative learning skills.</p> <p>EEF Toolkit: Outdoor adventure learning +4 months.</p>	<p>Training delivered by Forest School lead with support from Park rangers and other specialists as identified. Monitoring of Forest School sessions by SMT</p>	<p>Forest school lead with support of SMT</p>	<p>January 2019</p>
<b>Total budgeted cost</b>					<p>£30 000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved oral language skills in Reception, KS1 and targeted children in KS2	1:1, paired and small group language interventions: <ul style="list-style-type: none"> <li>• Stories for Talking,</li> <li>• LEAP,</li> <li>• VIP</li> <li>• NIP</li> <li>• Cued Articulation</li> <li>• Visual support</li> </ul>	<p>The children need to develop their oral language skills in order to fully access the curriculum and make accelerated progress. These programmes have been recommended by the speech and language service but are adapted to meet the needs of individual children.</p> <p>EEF Toolkit: Oral language interventions +5 months</p> <p>In school data on FS2 children who accessed these interventions last academic year demonstrated that they all made rapid or more than rapid progress in CLL. Children in KS1 who accessed these interventions also made good progress.</p>	<p>Children screened on entry to Reception to identify needs and where to place them on the programme.</p> <p>Children's progress regularly monitored to ensure provision is effective.</p> <p>Observations by Deputy Senco and HLTA</p> <p>Ongoing support and CPD from speech and language therapists</p>	Deputy Senco and HLTA	Jan 2019
A. Improved progress and attainment rates for more able disadvantaged pupils  C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Teacher led interventions <ul style="list-style-type: none"> <li>• 1:1 or 1:2 English and Maths</li> <li>• Booster groups for English and Maths</li> <li>• Saturday School and Easter School</li> </ul>	<p>In school data demonstrates that interventions led by teachers have been found to be more effective than those led by TAs. The interventions will be informed by the outcomes of teacher assessments and test outcomes completed in class. The interventions will be personalised to meet specific areas that children need support with, to address misconceptions, give more opportunities to understand a concept or practise a particular skill.</p> <p>Sutton Trust/EEF Toolkit: Small groups +4 months, reduced class sizes +3 months, 1:1 +5months</p> <p>Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. - meeting individual learning needs, 2016</p>	<p>The interventions will take place in addition to the main literacy and numeracy lessons.</p> <p>The interventions will be personalised to meet the individual needs of the pupils.</p> <p>The timetables will be organised to ensure that there is sufficient preparation and delivery time.</p> <p>Individual children's progress will be carefully monitored to ensure that the interventions are effective and meeting the individual needs of the children.</p> <p>Observations of interventions by SMT and middle leaders</p>	SMT	Termly
<b>Total budgeted cost</b>					£100 000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Improved attendance rates for disadvantaged pupils	Careful monitoring of attendance of PP children. Extended leave never authorised during term time and attendance panels take place when a child reaches a trigger. Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Incentives used for children having 100% attendance.	<p>We cannot improve attainment and progress for children if they do not attend school regularly. It is important to be consistent with the approach with parents/carers.</p> <p>This approach over the last 2 years year demonstrated improved attendance rates compared to 2016</p>	<p>Regular monitoring and reviewing of attendance with Attendance Officer.</p> <p>Close collaborate with Learning Mentors and MAST link worker to ensure support is given where identified.</p> <p>Regular feedback to Safeguarding Governors committee</p>	HT with support of attendance officer from MAST	Every half term
<p>B. Improved oral language skills in Reception, KS1 and identified children in KS2</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Working with parents of children with Language delay or SLI</p> <p>Weekly workshops with parents of children in FS2 on phonics and learning to read.</p>	<p>The vast majority of parents are keen for their children to do well and want to support their children but are not always sure of how they can help.</p> <p>Evidence includes the EEF Toolkit Parental Engagement +3months, The Pupil Premium Report by Oxford School Improvement: Increasing parental engagement +5 months</p> <p>Evidence in school from last year showed that this intervention was successful in improving progress</p>	<p>Ensure time available for planning and evaluation of sessions.</p> <p>Funding for resources to support high quality sessions</p> <p>Monitor parents/carers attendance at parent workshops and impact on pupils progress</p> <p>Observation of sessions by SMT</p>	Learning mentor, Reception Teacher, HLTA	Termly
A. Improved progress and attainment rates for more able disadvantaged pupils	Curriculum enrichment programme for more able disadvantaged children exposing them to experiences and opportunities they are not normally offered through the school curriculum nor experience through their home life.	<p>Our more able children are often inhibited in making further progress by their lack of experiences and not having the opportunity to talk through their ideas / thoughts in a sustained and extended way.</p> <p>Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils outcomes.</p> <p>Evidence in school from this programme last academic year demonstrated that this was a successful intervention which needs to continue.</p>	<p>Organise staffing and timetable to ensure there are regular slots available to plan and implement programme of activities.</p> <p>Funding available for visits/experiences.</p> <p>Feedback from staff and children</p> <p>Ensure staff aware of importance of how to make the most of good quality speaking and listening opportunities and to model this at all times.</p> <p>Monitoring of academic progress and verbal contributions in class</p>	Learning Mentor and TAs supported by SMT	July 2019

<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Funding for access to school trips and residential visits</p> <p>Holiday activities</p> <p>After School Clubs</p>	<p>We believe that it is important that all children are able to take part in all school activities regardless of the ability to pay. Trips and residential visits are carefully planned as part of the school curriculum with pre-teaching and follow up activities taking place.</p> <p>Holiday activities and after school clubs provide another opportunity for enrichment, as outlined in the strategy above.</p> <p>Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils outcomes. In addition EEF Toolkit Sports participation +2 months</p>	<p>Monitor attendance on trips and residential in particular. Talk to parents of children who are not taking part to identify reason and offer support as appropriate.</p> <p>Monitor attendance at after school clubs and holiday activities. Target PP pupils to attend.</p> <p>Feedback on range and experience of activities on offer from pupils and families.</p>	<p>Learning mentors with support from SMT</p>	<p>July 2019</p>
<b>Total budgeted cost</b>					£56 000