



SHANKLEA PRIMARY SCHOOL

Date policy approved:	September 2020		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	1 year (constant review due to DfE funding and measuring impact)		
Review required by:	September 2021		
Responsibility for review:	Performance Improvement Committee		

Shanklea Primary School: Pupil Premium Strategy and Impact Statement 2019-2022

School overview

Metric	Data
Pupils in school	Main School 322
Proportion of disadvantaged pupils	% (58) more pending. FSM & Ever 6 = 35 Pupil premium plus = 4 Post-LAC- 9 Service children = 5
Pupil premium allocation this academic year	£74,265
Academic year or years covered by statement	2020-22
Publish date	December 2020
Review date	September 2021
Statement authorised by	Shanklea's Governing Body
Pupil premium lead	H. Brown (Head teacher)
Governor lead	G Mather (Governor Lead)

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	<p>In reading low ability pupils achieved a positive progress score of +11.25 and the 3 children with an EHC plan achieved a progress score of + 4.11.</p> <p>The progress of disadvantaged pupils was -1.10 for reading.</p> <p>A specialist reading intervention teacher was employed for one day every week to boost the reading skills of the Year 6 pupils.</p>

2 This Pupil Premium Strategy Plan is written and reviewed in the context of the Covid-19 PANDEMIC and National Lockdown 2021.

Writing	In writing the following groups of learners had positive progress scores: disadvantaged pupils (+0.60), The progress of disadvantaged pupils was +0.60 for writing. FSM (+ 0.35), Looked After Child (+2.10), no SEN (+0.21) and middle ability (+0.12).
Maths	In maths almost all groups achieved positive progress scores. The progress of disadvantaged pupils was +1.49 for maths

Disadvantaged pupil performance overview for last academic year (2019) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Shanklea Primary School Attainment gap when compared to NAO
Reception class % achieving a Good Level of Development Reading is at the heart of everything they do in the EYFS department. Reading books match the sounds children know and provide a good level of stretch and challenge to progress their phonics knowledge. Reading areas have changed and are now cosy book nooks. The books in each classroom are stimulating and focus on the children's interests and the topics they are studying in the foundation subjects. New Read Write Inc home school books have been purchased to consolidate phonics knowledge.	2	48	- 30%	74.8%	From their starting points all of the 39 pupils made high rates of progress. 84.6% (33 of 39) achieved a Good level of development (GLD); 13% above the provisional national average of 71.8%. Girls attainment was above boys: girls GLD 87% and boys GLD 81.3%. The gender gap reduced this year.

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<p>Vulnerable children are targeted with 'Pinny time'; this is on-going intervention where children are targeted with sounds and words on any possible occasion.</p> <p>Early number approaches aim to develop number skills and improve young children's knowledge and understanding of mathematical concepts. The school uses Magic Maths across the EYFS department M and number apps (Maths aged 3-5 and Maths aged 4-6). Numicon and mathematical games help children to recognise numbers and improve their counting skills.</p> <p>The curriculum is broad, balanced and wonderfully stimulating. The forest outdoor learning area is particularly impressive and inspires children to develop new skills.</p> <p>The quality of teaching in early years is outstanding. Teachers meticulously plan activities that challenge and interest children. The Talk Boost and Read Write Inc interventions are progressing learning well. As a result, children quickly develop their skills, particularly in language and communication.</p> <p>All parents are using online Learning Journals (Tapestry), so they are well informed of the daily activities which take place in EYFS. The workshops to support parents in phonics, reading, writing and maths were well attended. "Tips by Text" was introduced in September to further strengthen home learning.</p>					<p>The three disadvantaged children made strong progress from their starting points, despite significant welfare barriers and two achieved GLD (66.7%). 86.1% of the non-FSM achieved GLD, 12% above the national average for non-FSM.</p> <p>There were 7 SEND children (18%) on the SEND register; all had speech and language needs. All of these children made strong progress and 50% achieved GLD.</p> <p>The most able children, including disadvantaged learners, made good progress. In 2019 28% exceeded in reading, 25% in writing, 32.5% in speech and language, 36.7% in number and 50% in technology.</p>
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Children are well behaved in lessons and unstructured times. They are very well prepared academically, socially and emotionally for the next stage of their education. To conclude, early years is an area of strength and achieves outstanding pupil outcomes.					
Measure	PP	Not PP	In school gap	NAO	Shanklea Primary School Attainment gap when compared to NAO
Achieving expected standard in the 2019 Year 1 Phonics Check Girls outperformed boys in 2019, but both boys and girls exceeded the national average. The gap between disadvantaged pupils and their classmates increased this year; all of them were on the SEND register and had emotional or attachment needs. Girls 96% Boys 84.6% DA 60% Other pupils 93.5% SEN 71.4,% (5 of 7 pupils) No SEN 93.2% .	3	46	-30%	84.4%	Year 1 phonics The Year 1 phonics pass rate was 90.2%, almost 8% above the 2019 emerging national average of 81.9%. Girls outperformed boys in 2019, but both boys and girls exceeded the national average. The gap between disadvantaged pupils and their classmates increased this year; all of them were on the SEND register and had emotional or attachment needs.
Year 2 phonics The Year 2 phonics re-check pass rate was impressive. All of the 5 children who took this test passed; so by the end of Year 2 the whole cohort met the expected standard in phonics. 100%	2	5	Nil		Girls 96% Boys 84.6% DA 60% Other pupils 93.5% SEN 71.4,% (5 of 7 pupils) No SEN 93.2%.

Measure	PP	Not PP	In school gap	NAO	Shanklea Primary School Attainment gap when compared to NAO
End of Key Stage 1 (Year 2) attainment - unvalidated) Meeting expected standard in reading Achieving high standard in reading 53 in cohort: girls 28, boys 25, DA 6, CLA 2, SEN with EHC 2, SEN support 9. The school's tracking information shows that the progress made by almost all pupils, including the most able and SEN from their starting points to the end of KS1, was substantial and sustained in reading, writing and maths. DA = Disadvantaged Other pupils = Not disadvantaged NA= National average % of pupils achieving the expected standard Emerging 2019 NA Reading 91% (Girls 93% Boys 88% DA 62% Other pupils 96% SEN Support 56% No SEN 98%) 74.9%	8 63% 25%	45 91% 25%	-28% =	78.4% 28%	There were 8 disadvantaged learners; 66% made expected progress in reading, writing and maths. The school's monitoring information also demonstrates that girls made stronger progress than boys. However boys progress accelerated in all the core subjects and foundation subjects. Year 2 pupils achieved extremely good outcomes in the end of KS1 tests; the percentages achieving the expected standard and the higher threshold are above all of the 2019 emerging national averages.

Meeting expected standard in writing Writing 91% (Girls 93% Boys 88% DA 50% Other pupils 98% SEN Support 56% No SEN 98%) 69.2% Achieving high standard in writing	50%	91%	-41%	73.1%	
	13%	32%	-19%	16.8%	
Meeting expected standard in maths Maths 94% (Girls 96% Boys 92% DA 75% Other pupils 98% SEN Support 78% No SEN 98%) 75.6% Achieving high standard in maths	75%	94%	-19%	79.1%	
	38%	34%	+4%	24.3%	
Meeting expected standard in science Science 92% (Girls 93% Boys 92% DA 62% Other pupils 98% SEN Support 66.7% No SEN 98%) 83% (2018)	63%	92%	-29%	85%	
Meeting expected standard in reading, writing and maths Combined RWM 83%	66%	83%	-17%	68.8%	
Achieving high standard in reading, writing and maths	37%	28%	+9	12.8%	
End of Key Stage 2 (Year 6) attainment - unvalidated	PP	Not PP	In school gap	NAO	Shanklea Primary School
					Attainment gap when compared to NAO
Meeting expected standard in reading	80%	83%	-3%	73%	
Achieving high standard in reading	33%	25%	+8%	27%	

Reading progress		105.7		104.4	
Meeting expected standard in writing	83%	90%	-7	78%	
Achieving high standard in writing	16%	30%	-14	20%	
Meeting expected standard in mathematics	100%	90%	+10	79%	
Achieving high standard in mathematics	33%	42%	-9	27%	
Maths progress		107.2		105.0	
Meeting expected standard in grammar punctuation & spelling	75%	88%	-13	83%	
		108.2		106.3	
Achieving high standard in grammar punctuation & spelling	17%	50%	-33	36%	
Meeting the expected standard in science	100%	100%	=	86%	
Meeting expected standard in reading, writing & maths	80%	79%	+1%	65%	
Achieving high standard in reading, writing and maths	20%	13%	+7%	11%	
Absence % reception to Year 6 (The NAO is for non-FSM in 2018)		3.7%		4.2%	
Persistently absent % Reception to Year 6 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)		6.7%		8.7%	

8 This Pupil Premium Strategy Plan is written and reviewed in the context of the Covid-19 PANDEMIC and National Lockdown 2021.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	90% (105)
Achieving high standard at KS2	15% (115)
Measure	Activity
Priority 1 High quality first teaching to improve outcomes for disadvantaged pupils.	<p>High quality first teaching to improve outcomes for disadvantaged pupils- linked teaching and learning interventions to classroom work, monitored attainment and intervening quickly to address learning needs.</p> <p>There is a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focussed accordingly.</p> <p>Professional development - having clear, responsive leadership; setting ever higher aspirations and devolving responsibility for raising attainment to all staff.</p> <p>Recruitment and retention- deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs.</p> <p>Support for early career teachers - ensuring that TAs have the necessary training and expertise to deliver interventions, provide feedback and monitor progress.</p>
Priority 2 Support middle and high attainers too.	<p>Targeted academic support</p> <p>Structured interventions</p> <p>Individual and small group tuition to improve achievement in English and Mathematics; personalised homework support and online learning packages.</p> <p>One to one support</p>
Priority 3 Wider Strategies Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential.	<p>Behaviour Thrive Approaches and Social and Emotional Support – an individualised approach to addressing barriers to learning and emotional support, at an early stage.</p> <p>Metacognitive /independent learning and collaborative, peer learning strategies to raise attainment of disadvantaged pupils.</p> <p>Increasing Attendance – providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.</p>

Barriers to learning these priorities address	Concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum.
Projected spending	£74, 265

Teaching priorities for current academic year 2021

Aim	Target	Target date
Progress in Reading	<p>Ensure that reading is taught well across the school in both English and the wider curriculum, so that all pupils make good or better progress in every key stage.</p> <p>By the end of KS2 almost all groups of children achieve a positive progress scores for reading.</p> <p>Pupil's become accurate, fluent readers and demonstrate a love of reading.</p> <p>Teacher's plans for developing pupils' reading build on what the already know.</p> <p>The books that the older children read are pitched correctly; they are appropriate and also provide stretch/challenge to progress the children's reading skills.</p>	<p>September 2021</p> <p>Termly head teacher reports for governors on pupil attainment and progress, broken down into significant groups including pupil premium children, SEN, most able.</p> <p>Targeted governor visits, meetings with senior/subject leaders and pupil interviews to determine progress re this school priority.</p> <p>Despite Lockdown, Governor Committee meetings have continued remotely. Covid Catch-up monies are being directed to those most disadvantaged pupils too.</p>
Progress in Writing	In every key stage, pupils make good or better progress in writing.	September 2021

Progress in Mathematics	The school continues to exceed the national benchmarks for maths at the end of KS1 and KS2.	September 2021
Phonics	Early reading books continue to link with the sounds that pupils are being taught in phonics.	September 2021
Other	Continue to ensure the curriculum is coherently planned and sequences learning well so pupils, including disadvantaged learners, can progressively extend, consolidate and deepen their knowledge, understanding and skills.	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in early years, phonics at end of Year 1, end of KS1 (Year 2) and end of KS2 (Year 6).

Targeted academic support for current academic year

Measure	Activity
Priority 1 Literacy and Numeracy support	<p>The development of good literacy and numerical skills in a whole school focus. Standardised scores to be collected for every pupil in every year for reading, spelling and mental arithmetic using NFER tests. These to be carefully tracked and monitored across the school. Pupils with low literacy skills to be provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy and mathematical difficulties, the Pupil Premium funding is used to meet the individual needs in order to remove this barrier to learning.</p> <p>High quality first teaching and personalised support for Pupil Premium children should impact strongly upon attainment and progress whether taught in school or remotely.</p>

	High quality live marking and feedback should set additional age and ability appropriate learning challenges for PP children.
Priority 2 Targeted support	Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress. (Interventions such as Accelerated, RWI Fresh Start, Thrive, First Class@Number and Success @ arithmetic)
Barriers to learning these priorities address	Good facilities for supported self-study – the school considers this vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before and after school provision to enable supported self-study. Computer equipment, teaching support and meals are all on hand. This has proved to be one of the most effective mechanisms for helping those achieve more. (Chrome Books, I am Learning, My Maths and Spellodrome)
Projected spending	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1 The full range of educational experiences.	Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance, enterprise and banking events.
Priority 2 Good attendance	Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Weekly Welfare checks and children with vulnerabilities invited into school to access learning despite Lockdown.
Barriers to learning these priorities address	Mixed age tutoring and teaching where Years 1 and 2 are grouped together for pastoral times and during some lessons which allows 'Learning structured conversations' to take place regularly within the registration group in the form of one to one mentoring, advice and personal support. Improved

	knowledge of the individual pupils and their needs leads staff to make insightful requests for specific Pupil Premium funding to provide tailored additional support.
Projected spending	£29, 265

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all day to day teaching meets the needs of each learner rather than relying on interventions to compensate for teaching that is less than outstanding. Rigorous data tracking has identified some underachieving pupils.	Employed on a part-time basis, are very experienced teachers who have an outstanding record of raising Literacy and Numeracy standards in challenging contexts. Systematically focused on giving pupils clear, useful feedback about their work, and ways that they can improve it. Pre-tutoring – specialist staff to work specifically with selected pupils on aspects of their learning. Key staff worked with pupils in targeted lessons, but also liaises with teachers about the vocabulary that pupils may need for forthcoming pieces of work, and specific sentence constructions with which they might struggle.
Targeted support	Allocating our best teachers and specialist TAs to teach intervention groups to improve English and Mathematics.	Very clear success criteria for each action – the interventions are time limited with the sole aim of accelerating pupil progress. A strong focus on basic skills means that pupils are able to gain important Literacy and Mathematical skills and knowledge that they need to reach higher levels. The impact of careful use of feedback. CPD training – both teachers and teaching assistants to improve the use of feedback in whole class, small group and individual lessons and through marking.

Wider strategies	Pupils to use and understand academic language and access most aspects of the curriculum at an appropriate level.	<p>The purchase of Chrome books to enhance pupils' research skills in different subjects – independent access outside of school hours to enhance their homework; High quality information communication technology.</p> <p>Some funding used to extend the school day for disadvantaged pupils, inviting them and persuading parents to bring them to a carefully planned support sessions run by specialist subject teachers or tutors - Self - Study Club and/or Breakfast Club/OSSC</p> <p>Good attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need working in partnerships with the Northumberland Virtual School.</p>
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Review: last year's aims and outcomes

Aim	Outcome
Promote and embed British Values in everything the school does so the school promotes equality of opportunity and diversity effectively.	"All groups are performing well and standards have been raised significantly, particularly in maths."
Rise of pupil achievement and standards in all subjects and provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.	<p>Curriculum is broad, balanced and ambitious.</p> <p>High pupil outcomes continue to be maintained.</p> <p>Core subject action plans in place by September 2020.</p> <p>Core subject curriculum reviews completed by December 2020 – ensuring incremental building of knowledge and skills.</p>

	<p>Fine-tune curriculum plans and progress grids for core and foundation subjects by January 2021.</p> <p>The two deputy head teachers confidently take the lead on assessment and curriculum issues and provide strong support for less experienced staff.</p> <p>Subject leaders, teachers and teaching assistants have high expectations about what their pupils can and should achieve and feel accountable for securing high outcomes.</p>
Continue to incorporate 'Be The Best You Can Be' and 'Give It Everything You've Got' to all aspects of school life.	(Ofsted, December 2018). "Pupils behave very well in lessons and when moving around the school. They understand that some pupils with special educational needs and/or disabilities (SEND) find it difficult to behave some of the time. However, they know that all pupils get help if they need it. They speak positively about their „Castle points" and the „Shanklea Stars of the Week". They were also keen to tell me about „Fudge", the school mascot. Fair, Understanding, Determined, Generous and Eager – these are the qualities that you wish every Shanklea pupil to have. During the inspection, your pupils clearly modelled these characteristics".
Maintaining high standards of learning behaviour; resilience and independence for all pupils so they show strength of character and the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.	<p>Incorporate EYFS curriculum in curriculum plans to ensure a fully coherent learning journey from pupils' earliest days at school – Aged 2 years old to secondary schooling.</p> <p>Staff are ambitious and are keen to take on new responsibilities; the school has the capacity to plug gaps when staff achieve promotion.</p> <p>"Staff feel accountable for achieving high pupil outcomes and can confidently articulate how curriculum developments are improving outcomes."</p>
Sustain outstanding standards of leadership, governance and management across the school so high	"Bespoke professional development and effective induction programmes have strengthened subject leadership and teaching in the foundation subjects".

ambitions exist for all pupils, including those who are harder to reach.	
Ensure that the School appraisal system continues to both challenge staff and support them in providing the best possible teaching and learning outcomes for all children. However, consider the workload and well-being of the staff, while also developing and strengthening the quality of the workforce.	<p>“Both deputies and the early years leader have shown that they can confidently lead, support other colleagues well and deputise for the head teacher”.</p> <p>“The SENDCOs have done a fantastic job and obtained the EHCPs that were needed to progress the learning of several children on the SEND register”.</p> <p>The curriculum has been enhanced by an interesting range of extra-curricular activities, visits and guest speakers. Learning is exciting at Shanklea!”</p>
To boost and maintain staff morale and to promote good mental health and well-being.	<p>Everyone is aware of the importance of developing core strength and promoting emotional well-being.</p> <p>On the September INSET day a life coach led a session on promoting well-being and a good work life balance. This session encouraged staff to reflect on what they do, strive for a better work life balance and support each other well.</p> <p>“Morale has improved after a difficult restructure and staff are supporting each other well and are proud of their pupils and this school.”</p>