

# Pupil premium strategy

1. Summary information					
School	Shillington Lower School				
Academic Year	2019/20	Total PP budget	£ £19,507.75	Date of most recent PP Review	October 2019
Total number of pupils		Number of pupils eligible for PP	13	Date for next internal review of this strategy	October 2020

2. Current attainment 2018-2019 (end of Key stage one)		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	40%	69.2%
% making progress in reading	40%	69.2%
% making progress in writing	40%	76.9%
% making progress in maths	60%	76.9%

3. 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.	To improve their reading attainment to enable the children to access the whole curriculum with more confidence.	
B.	Higher rates of progress across the school in reading, writing and maths of pupils eligible for PP, including SEN pupils.	
C.	Social, emotional, Health and wellbeing - Emotional support is need for some pupils, to ensure that their progress is not affected by any emotional difficulties that they may have.	
D.	Gaps in learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Some children have less support at home to complete homework. Some children are not provided with sufficient uniform to perform PE.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading and phonic knowledge in EYFS. This will be measure through the early learning goals and Year 1 phonic screening.	To make sufficient progress in reading and phonics by the end of EYFS and meet ARE in preparation for Y1 curriculum.

<b>B.</b>	To continue to make consistent progress throughout the year in line with that of non PP children. SEN to continue to make steady progress from their starting point. This will be monitored through Pupil progress meetings.	Pupils eligible for PP make as much progress as 'other' pupils across the school in reading, writing and maths. SEN pupils to make good progress in line with their individual needs.
<b>C.</b>	To provide PP children with the emotional and social support they need by a qualified member of staff. After each session reports are logged and accessible to the class teacher. Regular meetings with the designated teacher to monitor progress.	Emotional issues to be identified and support given to enable the pupils to make good progress both socially/emotionally.  Outside agencies to give support inside and outside of school for both pupil and parents.
<b>D.</b>	For inclusion of all school trips/visits and clothing. Enabling all children to benefit from a rich curriculum. Children to be heard regularly in school. Reading band progress will be monitored as well as home school books.	To feel included and are not limited by their personal circumstances. PE and swim kits to be provided so they can participate in PE lessons fully. To make significant progress in reading.

5. Planned expenditure				
Academic year	2019/20			
How will Pupil Premium be spent in 2019/20				
Desired outcome	What is the evidence and rationale for this choice? Chosen action / approach	Success Criteria	Staff lead	When will you review implementation?
A.	From the EYFS baseline assessment the identified PP children are missing important mile stones to be ready to read and learn phonics. <ul style="list-style-type: none"><li>Support will be given during whole class phonic session.</li><li>1.1 phonic interventions will be carried out each day.</li><li>Extra reading each day in a variety of situations and scenarios</li></ul>	PP children will sufficient progress each term and be more independent in their learning.  To be at phase 4 in Phonics by the end of EYFS.	EYFS team	Termly
B.	Meetings with each teacher and data analysis identified the academic abilities of each PP child. <ul style="list-style-type: none"><li>To enable and support these children to make sufficient progress from their starting point a designated teacher will carry out weekly interventions in Maths and English focusing on their individual needs. These will be 1.1 or small group sessions.</li><li>Daily reading/comprehension in school</li><li>Mental maths tasks</li><li>Preparation and support for SAT's</li></ul>	To make sufficient progress in relation to their starting point.  To close the gap between PP and non PP.  To access the curriculum with more confidence and independence	Class teachers/H LTA/TA	Half termly
Total budgeted cost				£

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
C.	<p>Meetings with each class teacher identified PP children with social and emotional needs. These areas identified need to be supported and pupils taught strategies to enable them to move forward with their academic progress.</p> <ul style="list-style-type: none"> <li>• Regular sessions with qualified member of staff</li> <li>• Member of staff available to listen to concerns</li> <li>• Regular meetings to assess progress and next steps</li> <li>• Meetings with outside agencies</li> </ul>	<p>Pupils to develop strategies to work through their emotional needs and enable them to make good progress academically.</p> <p>Pupils to feel safe and supported</p>	Class teacher SENCO SEMH TA	Half termly
D.	<p>Purchase school equipment and uniform to enable pupils to fully access the curriculum and participate in every aspect of school life to impact on self-esteem.</p> <ul style="list-style-type: none"> <li>• PE kit</li> <li>• Swim wear/towel</li> <li>• School uniform</li> <li>• School shoes</li> <li>• School trips /visits/visitors</li> <li>• FSM</li> </ul> <p>Daily reading with T/TA</p>	<p>Provide trips and visitors to enrich the curriculum and make sure that all children have additional learning experiences within and outside the normal school day.</p> <p>Increased participation in all activities will impact on self-belief and well-being;</p> <p>To make good progress in reading.</p>	Class teachers/HT	Termly
Total budgeted cost				£

**Measure of impact for Pupil Premium expenditure in 2019/20:**

**A and B –**

Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.  
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.

**C and D -**

Monitor the work of the SEMH TA by half termly meetings and reports as necessary.  
We will evaluate the impact on confidence and self-esteem.