

# Pupil premium Report: 2018-19

1. Summary information					
School	Shoscombe Church Primary School				
Academic Year	2018/19	Total PP budget	£22,880	Date of most recent PP Review	Sept 2018
Total number of pupils	89	Number of pupils eligible for PP	12 (17%)	Date of internal review of this strategy	March 2019

2. Current attainment		
<b>KS2 Attainment for: 2018-19 (3 Y6 pupils were eligible for PP)</b>	<i>Pupils eligible for PP (3 pupils)</i>	<i>National ALL</i>
% achieving expected standard or above in reading	0%	64%
% achieving expected standard or above in writing	33%	75%
% achieving expected standard or above in maths	0%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<p>Complex social and emotional needs</p> <ul style="list-style-type: none"> <li>Special Educational Needs (10/16 PP pupils on SEN Register including 2 with EHCP), including Speech, Language and Communication Needs, Social, Emotional and Mental Health Difficulties (SEMHD), further E.P assessments carried out</li> <li>Underlying mental health and well-being and behavioural issues for specific pupils having a detrimental effect on their own learning</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Resilience for learning and developing robust strategies in order to overcome difficulties faced</li> </ul>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	<p>Lack of consistent support at home</p> <ul style="list-style-type: none"> <li>Parent Support worker support has been withdrawn due to time limited support that has already been offered.</li> <li>Early help services are limited and not all PP families reach threshold or want to engage with Early Help</li> <li>Some PP pupils have lower than average attendance</li> </ul>

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make measurable and quantifiable progress in reading, writing and maths across the year Those children in a specific intervention make measurable and quantifiable progress in their intervention (over fixed time period)
<b>B.</b>	Attainment in maths and writing of PP children is close to or better than national levels	The gap between PP children and non PP children is diminished as a result of accelerated progress PP children achieve well in literacy skills
<b>C.</b>	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive. This impacts on their attitudes towards academic challenges
<b>D.</b>	PP pupils are in school every day and on time ready to learn	PP attendance is at least 95% and where low is improving.
<b>E.</b>	Pupil Premium children feel excited about learning are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future.	When surveyed in pupil questionnaires PP pupils enjoy school and are excited about their learning. PP pupils have high rates in completing homework (over 90% complete) PP pupils have good participation rates in extracurricular activities

1. Planned expenditure					
Academic year		2018-19			
The 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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention	In a school where there are very few PP pupils, it is essential that teachers identify them in their planning and that their progress is tracked carefully. Often these pupils are taught in groups with other pupils who are not PP and so we need to be mindful that in identifying them we are clearly in our aim to meet their individual needs.	Termly data tracking by groups of vulnerable pupils	RN	T2, T4, T6
	Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through <ul style="list-style-type: none"> <li>• Cross federation moderation</li> <li>• Cross federation planning</li> <li>• CPD to improve subject knowledge</li> <li>• Networking in the MSNP trust</li> <li>• Support from AHTs</li> </ul>	The 6 components of great teaching ( <i>Coe et al</i> ) list teacher subject knowledge and high quality instruction as having a strong impact on pupil progress and classroom climate and classroom management as having a moderate impact on progress. Therefore we ensure time from AHTs is used to model and support to help ensure all teaching is at least good.	Termly lesson visits and book looks Termly planning looks	RN and SLT	Termly

<p>B. Attainment in maths and writing of PP children is close to or better than national levels</p>	<p>Quality first teaching through renewed approaches to teaching English (Write Stuff) and Maths (White Rose).</p> <p>Effective feedback and use of quality AfL</p>	<p>White Rose and Write stuff are both methods of teaching that allow children time to master skills and understanding and then apply these before moving on. Sutton Trust research tells us that “on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches” and that “lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months’ progress, so mastery learning appears to be a promising strategy for narrowing the gap.”</p> <p>We will continue to focus on different ways to offer effective feedback, both written and verbal as research shows that effective feedback can have up to 8 months positive impact, especially in writing.</p>	<p>Termly data tracking by groups of vulnerable pupils</p> <p>Subject leader monitoring</p> <p>Book looks</p>	<p>RN</p> <p>TR, AP, SH</p> <p>SLT</p>	<p>T2, T4, T6</p>
<p>PP attendance is at least 95%.</p>	<p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Change in morning timetable and routine to enable a quick and focussed start to the school day for all</p>	<p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families.</p> <p>In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance.</p> <p>The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>Tracking every 3 weeks and letters sent home before every half term break</p>	<p>RN</p>	<p>T2, T4, T6</p>

<p>PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.</p>	<p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p>	<p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. Sutton Trust tells us that ‘On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment. Sutton Trust goes on to say that this approach works best when embedded in whole school practice, such as Jigsaw, and also that it has found to be particularly beneficial for disadvantaged or low attaining pupils.</p>	<p>Pupil conferencing by PSHE leads and PP leads</p>	<p>AW, RN</p>	<p>T2, T4, T6</p>
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**Quality of teaching for all cost : No additional costs from Pupil Premium budget as all budgeted through whole school budget, PE budget and English and Maths budgets.**

**Targeted support**

<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. Children make expected or better progress so that their attainment is in line with children from similar starting points</p>	<p><b>Targeted interventions:</b></p> <ul style="list-style-type: none"> <li>● Precision Teaching</li> <li>● 1:1 reading with class teacher</li> <li>● Rapid Phonics interventions</li> <li>● Phonics groups (stage not age)</li> <li>● PP pupil books are marked first</li> <li>● Regular pupil conferencing</li> <li>● Specialist Language Teaching</li> <li>● Specialist TAs trained in language interventions.</li> <li>● Closer monitoring of interventions to ensure pupils are accelerating.</li> </ul>	<p>Sutton Trust reports that ““On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.”</p> <p>1:1 programmes “can be effective, on average accelerating learning by approximately five additional months’ progress.”</p> <p>For younger children we use interventions that are phonics based because “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly</p>	<p>We have introduced termly intervention tracking sheets. All pupils are now assessed on entry and exit and progress is carefully monitored. Where an intervention is not having a positive impact it is reviewed at pupil progress meetings.</p>	<p>SENCOs RN</p>	<p>T1, 2, 3, 4, 5, 6</p>

<p>B. Attainment in maths and writing of PP children is close to or better than national levels</p>	<p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions and teachers are supported to write single support plans</p>	<p>beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). We embed our interventions in our quality first teaching.</p>			
<p>PP attendance is at least 95%.</p>	<p>Termly letters and follow up meetings to all who hit trigger points</p>	<p><i>“Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact.”</i></p> <p><small>Intervening through influential third parties: Reducing student absences at scale via parents, Rogers &amp; Feller, 2017</small></p> <p>We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.</p>	<p>Tracking every 3 weeks and letters sent home before every half term break</p>	<p>RN</p>	<p>T2, T4, T6</p>

<p>PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.</p>	<p>1:1 Thrive and counselling Individual Thrive action plans</p>	<p>We use Thrive and counselling for targeted pupils to access on a 1:1 basis. This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school. Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes “appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average” and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and “there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates.”</p>	<p>Tracking of Thrive Assessments</p>	<p>SENCOs</p>	<p>T2, 4, 6</p>
<p>Pupil Premium children feel excited about learning are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future.</p>	<ul style="list-style-type: none"> <li>● PP pupil books are marked first</li> <li>● Regular pupil conferencing</li> <li>● Attendance at clubs is monitored</li> <li>● Targeted questioning in Jigsaw lessons</li> <li>● CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on class dojo, lunchtime clubs</li> <li>● 1:1 mentors where possible through behaviour panel</li> </ul>	<p>We are choosing approaches that aim to help pupils think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating their learning. These 'metacognition and self-regulation' approaches 'have consistently high levels of impact, with pupils making an average of seven months' additional progress'</p> <p>We do not offer interventions solely based around raising aspirations as research shows that 'The relationship between aspirations and attainment is complex but, on average, interventions which aim to raise aspirations appear to have little or no positive impact on educational attainment.'. Therefore we are concentrating on teaching children skills for learning and supporting their self-esteem to know that they can have high aspirations.</p>	<p>Pupil Conferencing Tracking of club attendance Pupil Progress meetings</p>	<p>RN CTs</p>	<p>T2, 4, 6</p>

## 6. Review of expenditure

Academic Year

2018/19

### Quality of teaching for all

Desired outcome

Chosen action/approach

Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Lessons learned  
(and whether you will continue with this approach)

A. Children make expected or better progress so that their attainment is in line with children from similar starting points

Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention

Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through

- Cross federation moderation
- Cross federation planning
- CPD to improve subject knowledge
- Networking in the MSNP trust
- Support from AHTs

The average progress across the whole school was expected (3.0) or slightly higher in the core subjects. (point to point was 1 academic year)

writing	reading	maths
3.1	3.3	3.1

In year 6 progress was well above expected levels.

writing	reading	maths
4.2	4.9	4.2

Progress for PP pupils was strong in many year groups. Complex SEN needs impacted on the progress of some individual pupils.

PP pupils	writing	reading	maths
YR	4.0	4.0	4.0
Y1	3.0	3.0	3.0
Y2	3.3	3.0	3.0

Class provision maps were very useful for teachers to know who was PP, SEN or had other needs to be supported. The maps enabled teachers to be clear about the strategies they were to use to support them.

Where PP children made less than expected progress, especially when compared to peers, these children have been identified as having complex needs. 5 of the 12 PP pupils are on the SEN register. In 2019-20 school will reevaluate how we ensure children with complex needs make good progress.

In 2019-20 the Provision mapping has been redesigned and improved further and Evaluation Days are being rolled out to support staff with the implementation of the provision maps.



		<table border="1"> <tr> <td>Y3</td> <td>0</td> <td>1.7</td> <td>1.0</td> </tr> <tr> <td>Y4</td> <td>2.0</td> <td>2.5</td> <td>3.0</td> </tr> <tr> <td>Y5</td> <td>2.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Y6</td> <td>4.0</td> <td>3.3</td> <td>3.0</td> </tr> </table>	Y3	0	1.7	1.0	Y4	2.0	2.5	3.0	Y5	2.3	3.3	3.0	Y6	4.0	3.3	3.0												
Y3	0	1.7	1.0																											
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Y5	2.3	3.3	3.0																											
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<p>B. Attainment in maths and writing of PP children is close to or better than national levels</p>	<p>Quality first teaching through renewed approaches to teaching English (Write Stuff) and Maths (White Rose). Effective feedback and use of quality AfL</p>	<p>Attainment in maths by % of pupils achieving age related expectations:</p> <table border="1"> <thead> <tr> <th></th> <th>Whole cohort</th> <th>PP pupils</th> </tr> </thead> <tbody> <tr> <td>whole school</td> <td>70%</td> <td>47%</td> </tr> <tr> <td>YR</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>Y1</td> <td>73%</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>77%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>70%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>36%</td> <td>0%</td> </tr> <tr> <td>Y5</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>Y6</td> <td>73%</td> <td>0%</td> </tr> </tbody> </table> <p>Where PP pupils did not reach ARE in maths, the majority did however make good progress from their starting points.</p> <p>Attainment in writing by % of pupils achieving age-related expectations:</p>		Whole cohort	PP pupils	whole school	70%	47%	YR	86%	100%	Y1	73%	100%	Y2	77%	100%	Y3	70%	50%	Y4	36%	0%	Y5	78%	67%	Y6	73%	0%	<p>QFT in maths improved significantly over the course of the academic year with the introduction of White Rose and deepening understanding of mastery teaching. Next steps is to further embed teaching practices that enable those who are working below ARE to further accelerate their progress.</p> <p>Write Stuff made a significant impact on the teaching of writing in most classes but has yet to have the desired impact on writing outcomes due to not yet being embedded in teachers practice. Further CPD will address this in 2019-20.</p>
	Whole cohort	PP pupils																												
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PP attendance is at least 95%.	Termly letters and follow up meetings to all who hit trigger points	<p>Whole school attendance 2018-19: <b>95.8%</b></p> <p>PP Pupil attendance 2018-19: <b>93.6%</b></p> <p>PP Pupils with SEN attendance 2018-19: <b>92.3%</b></p>	Termly letters led to improvements. In 2019-20 the school will begin working with a new EWO and PP and SEN attendance will be a focus.																											
PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)	<p>Behaviour across the school improved significantly in 2018-19. There was only 1 exclusion and this pupil was not PP.</p> <p>2 PP pupils had a CAF set up during the year which effectively supported their emotional resilience.</p> <p>Jigsaw was well received by staff, parents and pupils.</p>	<p>Further drilling down into CPOMS behaviour incidents to identify patterns if any.</p> <p>Evaluation Days in 2019-20 to include pupil conferencing questions that link to pupil mental health, well-being and resilience.</p>																											

## Targeted support

A. Children make expected or better progress so that their attainment is in line with children from similar starting points

- Targeted interventions:
- Precision Teaching
  - 1:1 reading with class teacher
  - Rapid Phonics interventions
  - Phonics groups (stage not age)
  - PP pupil books are marked first
  - Regular pupil conferencing
  - Specialist Language Teaching
  - Specialist TAs trained in language interventions.
  - Closer monitoring of interventions to ensure pupils are accelerating.

Intervention tracking indicates children with PP and SEN made good progress within their interventions.

Pupil	Date of assessments (Pre & Post)	Assessment: <b>Rapid Phonics: Reading</b>	Assessment: <b>Rapid Phonics: Spelling</b>
Pupil A Y6	12/9/18  26/6/19	Placement Test A: 37/45 Step 2.2 Placement test B: 45/45 & 56/57 Step 3	Placement Test A: 17/45  Placement test B: 37/45
Pupil B Y6	19/04/18  26/6/19	Placement Test A: 15/45 Step 1.4 Placement test B: 40/45 & 45/57 Step 3	Placement Test A: 28/45  Placement test B: 36/45
Pupil C Y5	Sept 18	Placement Test A	Placement Test A:

Close monitoring of interventions this year has enabled the SENCO to evaluate effectiveness and to intervene quickly where pupils are not making good progress.

The specialist language teacher trained up TAs to deliver Rapid Phonics interventions and the TAs can now deliver these to a larger group of children in 2019-20.

2019-20 will see the introduction of even more detailed provision maps so to further improve this tracking and monitoring.

		6/2/19	42/45 Step 2.2 Placement Test A:	31/45 Placement Test A: 27/45		
		26/6/19	37/45 Placement test B: 42/45	Placement test B: 32/45 Step 2.2		
	Pupil D Y4 (joined at Easter)	8/5/19	Placement Test A: 39/45 Step 2.2	Placement Test A: 28/45		
		26/6/19	Placement test B: 43/45	Placement test B: 22/45 Step 2.2		
	Pupil E Y3 (left in July)	12/9/18	Placement Test A: 35/45 Step 2	Placement Test A: 7/45 Step 1.3		
		26/6/19	Placement test B: 40/45 & 52/57 Step 3	Placement test B: 28/45		
	Pupil F Y3	3/10/18	Placement Test A: 12/45 Step 1.3	Placement Test A: 4/45		
		26/6/19	Placement	Placement		

			test B: 24/45 Step 2.2	test B: 21/45		
		Spelling of HF words testing also shows excellent progress for these children.				
PP attendance is at least 95%.	Termly letters and follow up meetings to all who hit trigger points	PP Pupil attendance 2018-19: 93.6%	Of the PP pupils, 3 had attendance below 90%. One of these pupils had an attendance plan. Measures were put in place to support the child attending school and some improvement was seen over the course of the year.		Continue with current support and in addition use the support offered by the new EWO.	
PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	1:1 Thrive and counselling Individual Thrive action plans	to be added	Further drilling down into CPOMS behaviour incidents to identify patterns if any.  Continue to regularly monitor the impact of the emotional and social support PP pupils receive.			
Pupil Premium children feel excited about learning are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future.	<ul style="list-style-type: none"> <li>• PP pupil books are marked first</li> <li>• Regular pupil conferencing</li> <li>• Attendance at clubs is monitored</li> <li>• Targeted questioning in Jigsaw lessons</li> <li>• CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on class dojo, lunchtime clubs</li> <li>• 1:1 mentors where possible through behaviour panel</li> </ul>	PP pupil attitudes towards learning improved significantly over the course of the year seen in increased focus in lessons, better progress in books and generally good engagement in school. Home-school relations were strong where possible but some PP families remained hard to reach. Early Help was secured for 3 families with PP pupils.	Evaluation Days in 2019-20 to include pupil conferencing questions that link to homework, aspirations and relationships.			

