

# Pupil premium Strategy: 2019-2020

1. Summary information					
School	Shoscombe Church School				
Academic Year	2019/20	Total PP budget	£15,800	Date of most recent PP Review	Sept 2019
Total number of pupils	81	Number of pupils eligible for PP	12 (14%)	Date of internal review of this strategy	June 2020

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>	<ul style="list-style-type: none"> <li>Special Educational Needs</li> <li>English as an additional language</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Social and emotional difficulties resulting in low confidence and self esteem</li> <li>Attention and listening skills</li> </ul>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	<ul style="list-style-type: none"> <li>low attendance</li> <li>Low parental engagement or unsupported working habits at home</li> <li>Broken family structures which lead to family stress and low resilience</li> <li>Family circumstances or expectations that impact negatively on their learning and ability to take up extra-curricular opportunities</li> <li>Safeguarding and welfare issues which lead to social services involvement</li> </ul>

4. Desired outcomes		
	<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) PP+SEN children make demonstrable progress in all areas of the curriculum relevant to their starting points
<b>B.</b>	Attainment in maths, reading 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 + EAL children achieve well, especially in English
<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 if persistently absent or attainment is failing there is evidence of improvement
<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	2019-2020				
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	<p>Detailed Provision Mapping to identify PP pupils and provision</p> <p>Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Fopcus on PP pupils on Evaluation Days and Deep Dives as appropriate</p> <p>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</p> <ul style="list-style-type: none"> <li>• Shoscombe-St Julian's moderation</li> <li>• Shoscombe-St Julian's planning</li> <li>• CPD to improve subject knowledge</li> <li>• Networking in the MSNP trust</li> <li>• Support from AHTs</li> </ul>	<p>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.</p> <p>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.</p>	<p>Termly data tracking by groups of vulnerable pupils</p> <p>Termly lesson visits and book looks</p> <p>Termly planning looks</p>	<p>RN</p> <p>RN and SLT</p>	<p>T2, T4, T6</p> <p>Termly</p>

<p>B. Attainment in maths , reading 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, including low stakes recall strategies</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 96%.</p>	<p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with new EWO through MSNP</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 month and letters sent home as recommended</p>	<p>RN + SC</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>Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year</p>	<p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues.</p> <p>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>HP, 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>Targeted interventions:</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</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>Termly intervention tracking sheets.</p> <p>Pupils assessed on entry and exit and progress is carefully monitored.</p> <p>Where an intervention is not having a positive impact it is</p>	<p>SENCOs RN</p>	<p>T1, 2, 3, 4, 5, 6</p>

<p>B. Attainment in maths, reading and writing of PP children is close to or better than national levels</p>	<p>age)</p> <ul style="list-style-type: none"> <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>• Close monitoring of interventions to ensure pupils are accelerating.</li> </ul> <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>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 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>reviewed at pupil progress meetings.</p>		
<p>PP attendance is at least 96%.</p>	<p>Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP, PP+EAL &amp; PP+SEN as groups</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 month and letters sent home as recommended</p>	<p>RN +SC</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 Counselling Individual Thrive action plans Sunshine Circles Art Nurture group Theraplay</p>	<p>We use Thrive, counselling, sunshine circles, theraplay and art nurture groups for targeted pupils to access on a 1:1 or small group 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>SENCO</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>