

Pupil premium Report: 2019-2020

1. Summary information					
School	Shoscombe Church School				
Academic Year	2019/20	Total PP budget	£14,400	Date of most recent PP Review	Sept 2019
Total number of pupils	81	Number of pupils eligible for PP	12 (14%) rose to 16 over 2019-20	Date of internal review of this strategy	June 2020

2. Current attainment		
KS2 Attainment for: 2018-19 (3 Y6 pupils were eligible for PP) <small>*NB due to covid-19 there is no reported data for 2020</small>	<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)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<ul style="list-style-type: none"> Special Educational Needs English as an additional language
B.	<ul style="list-style-type: none"> Social and emotional difficulties resulting in low confidence and self esteem Attention and listening skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	<ul style="list-style-type: none"> low attendance Low parental engagement or unsupported working habits at home Broken family structures which lead to family stress and low resilience

- Family circumstances or expectations that impact negatively on their learning and ability to take up extra-curricular opportunities
- Safeguarding and welfare issues which lead to social services involvement

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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
C.	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
D.	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
E.	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	Detailed Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention Focus on PP pupils on Evaluation Days and Deep Dives as appropriate 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">• Shoscombe-St Julian's moderation• Shoscombe-St Julian's planning• CPD to improve subject knowledge• Networking in the MSNP trust• Support from AHTs	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
		The 6 components of great teaching (Coe et al) 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 , 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</p> <p>Newsletters to highlight whole school and class attendance</p> <p>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>

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) Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year	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.	Pupil conferencing by PSHE leads and PP leads	HP, RN	T2, T4, T6
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Quality of teaching for all cost : No additional costs from Pupil Premium budget as all budgeted through the whole school budget, PE budget and English and Maths budgets.

£0

Targeted support

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	Targeted interventions: <ul style="list-style-type: none"> 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. Close monitoring of interventions to ensure pupils are accelerating. 	<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. Pupils 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>	SENCOs RN	T1, 2, 3, 4, 5, 6
B. Attainment in maths, reading and writing of PP children is close to or better than national levels		<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>			

	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	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.			
PP attendance is at least 96%.	Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP, PP+EAL & PP+SEN as groups	<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 & 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>	Tracking every month and letters sent home as recommended	RN +SC	T2, T4, T6

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 Counselling Individual Thrive action plans Sunshine Circles Art Nurture group Theraplay	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.”	Tracking of Thrive Assessments	SENCO	T2, 4, 6
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"> PP pupil books are marked first Regular pupil conferencing Attendance at clubs is monitored Targeted questioning in Jigsaw lessons CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on class dojo, lunchtime clubs 1:1 mentors where possible through behaviour panel 	<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>	Pupil Conferencing Tracking of club attendance Pupil Progress meetings	RN CTs	T2, 4, 6
Targeted support cost estimation					£1500

5. Review of expenditure

In March 2020 schools were closed due to the Covid-19 Pandemic. This significantly impacted on the school's ability to complete actions and approaches on this plan. No children were assessed at the end of the academic year and so there is no reliable or standardised attainment or progress data for any pupil. Attendance for the year cannot be calculated accurately. Interventions were provided throughout lockdown remotely, but the success of these was variable depending on the support of parents/carers at home and it was impossible to reliably track any progress remotely.

The following report attempts to show what the school has done and the measures taken to override the barriers outlined above.

Academic Year		2019/20																									
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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	<p>Detailed Provision Mapping to identify PP pupils and provision. Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Focus 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">Shoscombe-St Julian's moderationShoscombe-St Julian's planningCPD to improve subject knowledgeNetworking in the MSNP trustSupport from AHTs	<p>Term 4 data:</p> <p>The average progress across the whole school was rising above average by the end of term 4 (exp.2.0)</p> <table><tr><td></td><td>writing</td><td>reading</td><td>maths</td></tr><tr><td>whole school</td><td>2.2</td><td>2.2</td><td>2.0</td></tr><tr><td>PP (Y2-6)</td><td>2.2</td><td>2.1</td><td>2.0</td></tr></table> <p>In year 6 progress was well above average for the whole class, and above average for the 4 PP pupils.</p> <table><tr><td></td><td>writing</td><td>reading</td><td>maths</td></tr><tr><td>Year 6 cohort</td><td>3.3</td><td>3.4</td><td>3.2</td></tr><tr><td>Year 6 PP (4)</td><td>2.3</td><td>2.4</td><td>2.0</td></tr></table>		writing	reading	maths	whole school	2.2	2.2	2.0	PP (Y2-6)	2.2	2.1	2.0		writing	reading	maths	Year 6 cohort	3.3	3.4	3.2	Year 6 PP (4)	2.3	2.4	2.0	<p>In 2019-20 the Provision mapping was redesigned by the SENCO allowing far greater scrutiny of interventions and their impact.</p> <p>This allowed leaders to take swift action where interventions were not having a desired impact and/or to further support class teachers in how to refine their QFT strategies.</p> <p>During Evaluation Days leaders ensured PP pupils were included in the focus group, allowing leaders to engage class teachers in meaningful professional dialogue about the barriers, strategies and progress for these pupils.</p>
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B. Attainment in maths , reading and writing of PP children is close to or better than national levels	<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>Attainment in maths by % of pupils achieving age related expectations in term 4:</p> <table><tr><td></td><td>Whole cohort</td><td>PP pupils</td></tr><tr><td>YR</td><td>Number: 90% Shape: 90%</td><td></td></tr><tr><td>Y1</td><td>73%</td><td>50% (1/2)</td></tr><tr><td>Y2</td><td>80%</td><td>100% (3/3)</td></tr><tr><td>Y3</td><td>62%</td><td>100% (1/1)</td></tr><tr><td>Y4</td><td>64%</td><td>50% (2/4)</td></tr><tr><td>Y5</td><td>56%</td><td>50% (2/4)</td></tr><tr><td>Y6</td><td>78%</td><td>75% (3/4)</td></tr></table> <p>Attainment in writing by % of pupils achieving age-related expectations in term 4:</p> <table><tr><td></td><td>whole cohort</td><td>PP pupils</td></tr><tr><td>YR</td><td>80%</td><td></td></tr><tr><td>Y1</td><td>53%</td><td>50% (1/2)</td></tr><tr><td>Y2</td><td>53%</td><td>100% (3/3)</td></tr><tr><td>Y3</td><td>54%</td><td>0% (0/1)</td></tr><tr><td>Y4</td><td>36%</td><td>0% (0/4)</td></tr><tr><td>Y5</td><td>67%</td><td>50% (1/2)</td></tr><tr><td>Y6</td><td>67%</td><td>75% (3/4)</td></tr></table>		Whole cohort	PP pupils	YR	Number: 90% Shape: 90%		Y1	73%	50% (1/2)	Y2	80%	100% (3/3)	Y3	62%	100% (1/1)	Y4	64%	50% (2/4)	Y5	56%	50% (2/4)	Y6	78%	75% (3/4)		whole cohort	PP pupils	YR	80%		Y1	53%	50% (1/2)	Y2	53%	100% (3/3)	Y3	54%	0% (0/1)	Y4	36%	0% (0/4)	Y5	67%	50% (1/2)	Y6	67%	75% (3/4)	
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PP attendance is at least 96%.	Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with new EWO through MSNP	Whole school attendance 2019-20: 95.9 % PP Pupil attendance 2019-20: 93.7% Non-PP attendance 2019-2020: 96.1%	In 2019-20 the school began working with a new EWO and PP and SEN attendance was a focus. The regular meetings were both supportive and productive for the school to work with parents to improve attendance.	
PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As 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) Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year	Behaviour across the school improved significantly again in 2019 and 2020. Jigsaw supported PSHE effectively.	Further drilling down into CPOMS behaviour incidents identified that the majority of incidents were not only complex but often linked to difficulties at home. This knowledge enabled the school to swiftly identify which pupils (including PP pupils) would require additional well-being and safeguarding support during lockdown.	
Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Looking forward (and whether you will continue with this approach)	COST
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	Targeted interventions: <ul style="list-style-type: none">Precision Teaching1:1 reading with class teacherRapid Phonics interventionsPhonics groups (stage not age)PP pupil books are marked firstRegular pupil conferencingSpecialist Language TeachingSpecialist TAs trained in language interventions.	Intervention tracking indicates children with PP and no SEN were making good progress within the small steps of their intervention up until lockdown. Those pupils who were PP + SEN made more patchy progress and this information allowed school to invite external agencies to re-assess these children for additional and different support. Being within an intervention allowed PP pupils greater possibility of reaching their fullest potential: Term 4 data: The average progress across the whole school was rising	Close monitoring of interventions this year has enabled the SENCO to evaluate effectiveness and to intervene quickly where pupils are not making good progress. PP and PP+SEN children have been prioritised for early baseline assessments on returning to school including YARC reading tests. This will allow for quick and precise intervention to be put in place for them to help them catch up from lost	Targeted intervention s cost £13 per hour when delivered by a Teaching Assistant. On average children receive an hour a week, per intervention,

	<ul style="list-style-type: none">Close monitoring of interventions to ensure pupils are accelerating. <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>above average by the end of term 4 (exp.2.0)</p> <table><tr><td></td><td>writing</td><td>reading</td><td>maths</td></tr><tr><td>whole school</td><td>2.2</td><td>2.2</td><td>2.0</td></tr><tr><td>PP (Y2-6)</td><td>2.2</td><td>2.1</td><td>2.0</td></tr></table> <p>These children were prioritised as children being invited into school as vulnerable children in Term 6 where bespoke interventions were continued as and when it was possible.</p>		writing	reading	maths	whole school	2.2	2.2	2.0	PP (Y2-6)	2.2	2.1	2.0	<p>learning.</p> <p>20-21: Engage with Teaching School, SLN and research to fine tune our chosen intervention approaches and particularly to ensure we train TAs to capture quantifiable data for interventions run.</p>	<p>delivered as 3 x 20 minute slots. = £5500</p> <p>SEN review and monitoring time = £300</p>
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PP attendance is at least 96%.	<p>Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP, PP+EAL & PP+SEN as groups</p>	PP Pupil attendance 2019-20: 93.7%	Continue with current support and in addition use the support offered by the new EWO.	EWO meetings and time spent tracking and supporting families = £500												
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>1:1 Thrive Counselling Individual Thrive action plans Sunshine Circles Art Nurture group Theraplay</p>	Well-being packs were sent home with PP and other vulnerable children at the start of lockdown and these children were given additional phone calls and support remotely. They were prioritized for subsidized places at the summer holiday play scheme and on return to school have been prioritised for BAP and Thrive.	Continue to regularly monitor the impact of the emotional and social support PP pupils receive.	1:1 Thrive sessions cost £13 per hour when delivered by a Teaching Assistant. On average children receive 30 minutes of Thrive a week. £ 4600												

				1:1 counselling/ play therapy is included in our subscription to the Behaviour and Attendance panel £2300
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"> • PP pupil books are marked first • Regular pupil conferencing • Attendance at clubs is monitored • Targeted questioning in Jigsaw lessons • CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on class dojo, lunchtime clubs • 1:1 mentors where possible through behaviour panel 	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.	Evaluation Days in 2019-20 included pupil conferencing questions linked to homework, aspirations and relationships.	PP Champion, 1 morning a week at £13 per hour = £1200