

Pupil premium strategy statement – Shortlanesend

1. Summary information					
School	Shortlanesend				
Academic Year	2019/20	Total PP budget	£33,780	Date of most recent PP Review	27.06.19
Total number of pupils	142	Number of pupils eligible for PP	23	Date for next internal review of this strategy	January 2020

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP (3)</i>	<i>Pupils not eligible for PP (14)</i>
% achieving expectations or above in reading, writing and maths	33%	67%
% meeting standard or above in reading	100%	93%
% meeting standard or above in writing	33%	67%
% meeting standard or above in maths	67%	93%
2019 SATs	<i>Pupils eligible for PP (7)</i>	<i>Pupils not eligible for PP (11)</i>
% meeting standard or above in reading, writing and maths	29%	64%
% meeting standard or above in reading	57%	82%
% meeting standard or above in writing	57%	91%
% meeting standard or above in maths	29%	82%

3. Barriers to future attainment		
In-school barriers		
A.	Social and emotional issues for some PP children, has the potential to impact detrimentally on rates of learning and progress	
B.	Parents not engaging with school or not supporting children at home.	
C.	Children enter reception with low scores for their speaking and listening.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some families find it hard to access extra enrichment activities eg paying for residential trips / clubs.	
E.	Literacy skills for some families may inhibit them supporting PP children effectively in homework activities including reading.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>All children will be ready to learn and willing to come to school and parents support this. 95% attendance from all pupils unless circumstances prohibit otherwise- medical appointments, families taking unauthorised holidays etc. Motional assessments/external professional assessments report progress over time. E.g Music therapy, CAMHS used to monitor children at risk. Termly meeting with parents to discuss social and emotional health of children and impact on school through open afternoons, Parents evenings, Class assemblies, informal discussions. SEN flowchart to accelerate or decelerate level of need. Half termly staff meetings to discuss PP children and what they need to access high quality first teaching. Record of interventions kept to log specific progress for individuals in small group work. Ready to learn record recorded by classroom staff to see how children feel about learning over a period of time. Monitored overall every half term.</p>	<p>Attendance will be excellent (95% or above), parents report good attitudes of the children about coming to school through termly parent meetings or through home/school link books or conversations, decreased anxiety and increased resilience and independence evidenced by Pupil Conferencing, attitudes to learning in class and target sheets in Pupil books. Training and implementation of Trauma Informed Schools to provide a holistic whole school approach to SEMH. Trauma Informed Schools procedures and holistic view to be discussed and implemented as a school by October 2019 half term. For parents to have a designated person to talk to (PSA role) and time available to support them with signposting, support outside of school etc. Questionnaire given out to parents to enable them to share what they need support with. All children in KS2 will have breakfast offered to them every day. Children report that they feel ready to learn and positive about their experiences of learning.</p>
B.	<p>Parents will have a range of opportunities to engage in the school community and they will come into school at least once a half term to engage in their child's learning. Give parents an anonymous questionnaire to fill in regarding support at home. PP highlighted on questionnaire. PSA to source support and signposting with the support of local Family worker to help parents feel more supported. All children will read regularly with their parents and logged in child's reading record. Aim is everyday for 10 minutes per child but a realistic aim for 3-4 times a week for 10 minutes.</p>	<p>Parents attend school events such as class assemblies, plays/performances, read with children at home, support them in completing homework, engaging with external agencies where appropriate. Parent workshops to be attended by the relevant people. A range of relevant information shared with parents based on questionnaire responses with support of PSA and Family worker.</p>
C.	<p>Children to leave Reception 'as age related expectation' by the end of Year R in Speaking and Listening. Speaking and Listening opportunities (EEF toolkit) such as KS2 reading buddies, Read Write Inc phonics in school and supported at home, Parents to receive information about teaching phonics and</p>	<p>Through Tapestry and Learning journals and observations, teachers will be able to make the judgements. Provide regular opportunities for children to demonstrate and practise these skills. All parents will be supporting children at home based on what they have been taught in</p>

	what is expected by the end of Years R and 1. Speaking and listening opportunities daily such as themed books linked to school Topics throughout the year so children are exposed to high quality texts that are read aloud to them daily.	school.
D.	Funding to support families in children attending clubs/residential/trips. All children will have opportunities at home or at school to take part in the 'SLE promise' during their time at the school. A list of 50 things has been compiled so that every child should be able to have the opportunity to do.	All children will have the same opportunities as non PP children with parents contributing what they can towards enrichment activities. By the time children leave SLE in Year 6, all of the things on the SLE promise list will be completed.
E.	For parents to understand what their children are expected to learn in school and for sessions to include teaching parents. Implementation of SeeSaw for Homework so that parents can see homework on line and receive tutorials from teachers on how to support homework. Pre teaching (EEF Toolkit) support for subsequent lessons with progress and impact in lessons recorded by teachers.	Parent workshops held by PSA and other relevant staff based on themes from questionnaire and also phonics and curriculum areas. Parents feel more confident in supporting their child at home with reading and maths. Questionnaire given out after workshops and support. Homework is completed.

5. Planned expenditure					
Academic year		2019-20			
The three 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.					
i. 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?
Children to leave Foundation with expected levels of speaking and listening as well as reading and writing.	Staff training for TAs in RWI and curriculum to be continued throughout the year so training and knowledge is up to date and fresh. Parent support worker appointed to support parents with reading and phonics at home as well as other areas such as SEND and parent outreach support. Resources and training for parents in phonics and reading support with individual support for parents who need more focused support.	Parents feel better supported when they feel involved with a child's learning and know what they can do to support at home. This has been fed back through parents to various staff members. After a recent audit completed by parents stated that they wanted support in reading and Maths.	Staff meeting focus on Pupil progress with a specific focus on PP. RWI lead to oversee RWI groups and monitor progress as a whole cohort as well as individual children. Parent questionnaire and verbal feedback on PSA role and how parents are supported. Monitoring of Reading records every half term and talking to parents who are not reading with their child to find out what support can be implemented by the school.	KL SD DS	Termly review of English progress in FS. Class level and senior level. Regular informal discussions with parents and children throughout the terms. Termly review of RWI overseen by RWI lead. Questionnaires from parent workshops given out after each one.

<p>PP funding to support with trips and residential trips with every child having the same opportunities as non PP children.</p>	<p>Each child receiving 20% off residential and PP children having free trips throughout the year to relieve parents of financial worry.</p> <p>More guest speakers and visitors to the school</p>	<p>Parents have fed back that at times there are multiple trips and other things to pay for at the same time which can result in low self esteem from children or them missing out on trips/residentials.</p>	<p>Conversations with parents and children throughout the year about the clubs and residential provision we offer. Is it too much? Is there something different we could be offering?</p>	<p>ME CW NO JH</p>	<p>Feedback from parents and children termly and after residential trips.</p>
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Total budgeted cost
 Cost of RWI training: £500
 Cost to cover staff through training: £1480
 PSA cost – including training: £704
 Training for parents and resources: £1000
 Overtime for staff to implement after school/evening workshops: £960
 Cost of trips and residentials: £4750

ii. 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?
<p>All children will be ready to learn and willing to come to school and parents support this. 95% attendance from all pupils unless circumstances prohibit otherwise- medical appointments, families taking unauthorised holidays etc.</p>	<p>Motional assessments/external professional assessments report progress over time. E.g Music therapy, CAMHS used to monitor children at risk. Weekly attendance checks by class teachers using Arbor. Install a shelter outside where children have a range of games/activities to play at play times. Year 6 children and staff to be shown how to develop friendships amongst the younger children to help them become more emotionally resilient.</p>	<p>TIS approach explains that children who feel happy and safe are more available to learning, therefore progress is more likely to be made.</p> <p>Arbor can be accessed by all teachers so they can monitor more closely when children in their class are off more regularly than others and can talk to the parents before attendance worsens.</p>	<p>Termly meeting with parents to discuss social and emotional health of children and impact on school through open afternoons, Parents evenings, Class assemblies, informal discussions. SEN flowchart to accelerate or decelerate level of need. Half termly staff meetings to discuss PP children and what they need to access high quality first teaching. Record of interventions kept to log specific progress for individuals in small group work. Ready to learn record recorded by</p>	<p>NO DL NP Class teachers CW</p>	<p>Termly and half termly.</p>

			classroom staff to see how children feel about learning over a period of time. Monitored overall every half term. Weekly attendance checks by class teachers. Half termly checks by HoS and PP Champion.		
Parents will have a range of opportunities to engage in the school community and they will come into school at least once a half term to engage in their child's learning.	Give parents an anonymous questionnaire to fill in regarding support at home. PP highlighted on questionnaire. PSA to source support and signposting with the support of local Family worker to help parents feel more supported. All children will read regularly with their parents and logged in child's reading record. Aim is everyday for 10 minutes per child but a realistic aim for 3-4 times a week for 10 minutes.		Parent questionnaires after workshops have been put on to gauge the usefulness of the learning for parents. Informal discussions with parents fed back at staff meetings. Half termly monitoring of Reading records by English lead.	SD KA	Half termly monitoring of Reading records by English lead. Termly ongoing discussions as and when required with parents around parent workshops.
<p>Total budgeted cost Arbor and training: £2000 Time for weekly attendance checks: £342 EWO SLA: £300 TIS practitioner release time: £1440 Training for parents and resources: £1000 Overtime for staff to implement after school/evening workshops: £1512 Small group work for TIS work: £11660 TIS resources: £700 Playground shelter and resources: £2500</p>					

iii. Other approaches					
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?
Increased attendance rates in line with other PP children.	Half termly monitoring of attendance rates filtered by relevant groups. Eg LAC / FSM. Discussions with parents to support strategies to improve attendance. Employment of EWO within Aspire.	Current monitoring of attendance demonstrates that there is slightly lower attendance for some PP pupils.	Regular meetings with SLT to focus on attendance rates and how these can be improved further.	CW	Ongoing
For families to have higher aspirations and confidence in their social skills	Guest speakers from other professions and visits to local universities and places of aspirations.		Feedback from staff, children and parents about trips and visitors.	Class teachers NO CW	Termly
For higher attainers to be challenged further with high attainers from across the school.	1:1 and small group focused support.		Intervention records.	Class teachers	Half termly
Total budgeted cost Small group support for higher attainers: £2432 Guest speakers/visits to aspirational places: £1500					

6. Review of expenditure				
Previous Academic Year 2018 2019				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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)	Cost

<p>Children to leave Reception 'as age related expectation' by the end of Year R in Speaking and Listening (Listening and Attention).</p>	<p>Focus on Speech and Language activities. Staff to be trained in Speech and Language activities to ensure a breadth of knowledge is available. Any new staff to be trained in Tapestry to log and record these opportunities.</p>	<p>71% of children met their Early Learning goals by the end of Reception. Out of these, 2 children are PP. In the 2018 Phonics test, 92% passed. Out of these children, 2 out of the 3 PP children passed. All staff are trained in Tapestry and time is made for chn to have planned Speech and Language opportunities. RWI implemented across the school with a RWI leader appointed which allowed for daily, consistent RWI sessions in Foundation and KS1. Children were able to be grouped in groups of no more than 10 so their RWI sessions were tailored specifically to their needs.</p>	<p>Chn still enter Reception with low scores for their Speech and Language so this will need to be a focus next year too, particularly with the introduction of the Reception baseline assessment. Continue to train and upskill staff in RWI and the assessment procedures and how this links directly to the curriculum targets.</p>	<p>£7,880</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>All children will be ready to learn and willing to come to school and parents support this.</p>	<p>Regular discussions with parents to identify issues/barriers. Intervention to target anxiety, sensory and emotional needs. Open Friday afternoons to encourage parents to come in more regularly and engage positively with school and celebrate their chn. Pupil conferencing to evidence thoughts/views of children over time.</p>	<p>Attendance for PP chn has improved from 2018 to 2017. Anxiety intervention recommended by CAMHS implemented for a group of PP and Non PP chn in KS2 for 2 terms. Chn now have more understanding of tools that could be used when they feel anxious/stressed. Parents report feeling more supported with emotional and social needs, therefore chn are more engaged in their learning and time at school is maximised. Support given for parents to external agencies such as parent support groups, referrals to Family workers etc.</p>	<p>The majority of time spent working on this outcome has shown the importance of good relationships between individual children, staff and parents. Time has been spent working on this. The implementation of Trauma Informed schools training will help us to move forward with this. Training to start in September 2018 for 2 practitioners and 2 SLT members. TAs supporting teachers as liaison contact to greet children and parents in the mornings outside each classroom. Parents can see a staff member from each class without booking a formal appointment and this helps to ensure a consistent and calm classroom environment where learning can be focused on.</p>	<p>£1000</p>

<p>Children with additional needs will have their needs met through their EHCp or IEP.</p>	<p>Termly meetings with parents of chn with additional needs (5 of the PP chn) where IEP targets are set and those with an EHCp are reviewed annually. Parents keep school up to date with appointments with outside agencies and relevant information is kept up to date.</p>	<p>Termly meetings allow a timely approach to implement targets and give sufficient time to review them. EHCps have been changed and reflect the needs of the child.</p>	<p>The assess plan do review system fits in with the County system and is a clear, thorough way to record progress over time.</p>	<p>As part of the SENDCo role.</p>
<p>Funding to support families in children attending clubs/residential/trips.</p>	<p>Funding to support disadvantaged low income families to enable all chn to have the same opportunities.</p>	<p>Out of the PP chn, all of them accessed class trips. All of them accessed residential visits including a UKS2 trip to the Isles of Scilly. 5 out of 16 chn did not go but for other reasons not linked to cost. Wow trip in Class 5 saw all chn able to visit the Harry Potter studios.</p>	<p>All children loved the trips and residentials and reported positively- particularly for the Scillies and Harry Potter trips. Each child was able to access swimming lessons.</p>	<p>£2000</p>
<p>PP children to accelerate their progress in reading and spelling</p>	<p>Reading / spelling programme with additional ICT devices so chn can access these programmes easily. Target daily readers Implantation of Accelerated Reader / update provision of books available.</p>	<p>New books have been bought for the Accelerated Reader scheme to allow children (particularly higher attainers) to have a range of books to choose from and this range keeps changing. Target readers in every class and consistent Guided reading/comprehension sessions. Introduction of Reciprocal reading which aims to deepen the understanding of reading in a group by children all having different roles to take on. Spelling training that has been provided has allowed all staff to have new spelling strategies which can be easily implemented across all year groups and abilities. A new system of rewarding reading at home has been introduced which children are responding to in all classes. Booster lessons for Y6 children in Reading and SPaG.</p>	<p>Keep thinking of new ideas and ways to keep children engaged in reading. Targeting children with daily reading and guided reading time has shown a rise in our Year 6 results with 88% of children overall passing the SPaG test- with 71% of PP children passing.</p>	<p>£10,000</p>

Children will be happy and confident in all aspects of their life and learning.	Socially speaking and other similar programmes run to promote appropriate social skills. Staff training and resources purchased to support this.	Termly reviews of interventions. All staff monitor progress in a range of social contexts. Pupils communicate that they feel happy and safe at school. TIS training. Music therapy and Rocksteady music funded by the school to support children with emotional issues.	Children feeling happy and safe in all aspects of life means they are more ready to learn. TIS practitioners are now trained and have started implementing small group work and individual work alongside buying resources which will support the children.	£4500
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated 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)	Cost
Increased attendance rates in line with other PP children.	Half termly monitoring of attendance rates filtered by relevant grps. Eg LAC / FSM. Attendance awards certificates. Appointment of EWO within Aspire.	Attendance is improving based on more closely monitored tracking of pupils with lower attendance. EWO has highlighted concerns with Head of School. Staff meeting focus of attendance. Staff spending time with vulnerable parents who need extra time with teachers and TAs to support them.	Attendance is continuing to improve with all children based on the above points implemented. Parents feel better supported when staff spend extra time with them on a 1:1 basis.	£400
Strategies to support PP children are shared and developed on a Trust Level.	PP Champion is appointed, NO. who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation.	Work has been completed at Aspire level to develop a best practise audit. All schools have something to aim towards regardless of the level of support currently being provided. Kingsbridge research school provided training for school leaders in the effective use of PP spending.	Provision continues to develop all the time and needs to continually be re-evaluated.	£2000