

Pupil premium strategy statement – Shortlanesend

1. Summary information					
School	Shortlanesend				
Academic Year	2016/17	Total PP budget	£25,980	Date of most recent PP Review	n/a
Total number of pupils	135	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 2017

2. Current attainment		
2015 SATs	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (13)</i>
% achieving Level 4 or above in reading, writing and maths	80%	72%
% achieving Level 4b or above in reading, writing and maths		
% making at least 2 levels of progress in reading	100%	100%
% making at least 2 levels of progress in writing	80%	72%
% making at least 2 levels of progress in maths	80%	94%
2016 SATs	<i>Pupils eligible for PP (2)</i>	<i>Pupils not eligible for PP (15)</i>
% meeting standard or above in reading, writing and maths	100%	29%
% meeting standard or above in reading	100%	35%
% meeting standard or above in writing	100%	65%
% meeting standard or above in maths	100%	47%

3. Barriers to future attainment		
In-school barriers		
A.	Social, emotional and behavioural issues for some PP children, has the potential to impact detrimentally on rates of learning and progress	
B.	A small minority of PP children have other identified possible barriers to learning (SEN, EBD) – 3 pupils have an EHCP plan who are PP as well.	
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 children show low self esteem and confidence outside of the school context due to family breakdown.	
E.	Some low income families find it hard to access extra enrichment activities eg residential trips / clubs.	
F.	Low literacy levels of some families may inhibit them supporting PP children effectively in homework activities including reading.	
G.	Lower attendance rates for PP pupils has an impact on their progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To support those pupils with social and emotional difficulties further so that it does not impact on their progress. Progress is sustained and regular monitoring ensures that children are coping with their social and emotional needs.	PP pupils with social and emotional issues to better understand their own needs and how to self regulate their behaviour in order to make the same progress as non PP pupils.
B.	Early identification of additional needs mean children receive the provision they need to meet their additional needs. This is reviewed termly with staff and parents.	Children with additional needs have suitable provision made for them so they make progress in line with their peers.
C.	To ensure children who are PP at the end of EYFS perform in line with those non PP. Teacher assessments throughout the year, early targeted support closes the gap. PP children make progress to meet their Early Learning goals.	Gaps have diminished between PP and non PP children at the end of EYFS.
D.	Children will be happy and confident in all aspects of their life and learning. Positive attitudes will be demonstrated in all aspects of school life.	Children will show positive attitudes to life and learning and will demonstrate confidence in their abilities.
E.	All PP children will have the same opportunities and will be able to access extra curricular activities in the same way as non PP children.	Families who are struggling financially will be offered support discretely and all PP chn will be able to access the same opportunities as non PP children.
F.	Parents and children will be supported in their Literacy needs including help with homework. Information sessions for parents to help and support them and their children.	PP children will make the same amount of progress in reading and writing as non PP children.
G.	Increase attendance rates for all pupil premium children. Regular attendance monitoring and issues addressed directly as soon as they arise.	Attendance rates for PP pupils are in line with non PP pupils.

5. Planned expenditure

Academic year

2016-17

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?
Teachers have clear data and responsibility for identifying, tracking and improving the progress of PP children with a range of needs.	Use Classroom Monitor to track progress of children, with all teachers being aware of data of PP children and their provision particularly higher attaining pupils, pupils with social, emotional and behavioural difficulties and additional needs.	End of year data gave us past information on progress but new curriculum and assessment procedures meant that in year tracking of PP children's progress was not as focused as it could have been.	Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting.	SO / CW	Half Termly
To ensure teachers are clear on the starting points of PP children and are tracking them carefully from these points. (particularly higher attaining pupils)	Introduce an additional tracking system to include benchmarks of achievement including GLD / Phonics screening data / KS 1 / 2 data. New system of tracking pupils with additional needs introduced to allow pupils to be tracked more closely.	Pupil progress meetings have demonstrated that teachers are not consistently tracking progress accurately from children's starting points. Clearer identification of needs was needed.	Pupil progress meetings Teacher discussion meetings that provide challenge around provision- particularly for higher attaining PP children and their progress. Parent progress reviews termly.	SO / CW	Half termly
Following 2016 data review, Maths was identified as an issue. Improved progress for PP chn, particularly in maths.	Clearer emphasis through monitoring of PP pupils and their progress. Staff training on effective ways to challenge PP and particularly higher attaining children (Mastery in Maths, course feedback in English). Greater tracking of HA children. TAs attending training.	Children eligible for PP are making less p progress than non PP children.	Monitoring / tracking data	SO / CW subject leaders	Half Termly

EYFS – to ensure that PP at the end of EYFS perform in line with non PP children to meet a GLD	Clear system for early identification of PP children – new entry data sheet. Introduction of Tapestry and training for all members of staff. All EYFS and KS1 staff trained in RWInc, parental workshops	2015 EYFSP data demonstrates a widening gap difference between PP children and non PP children.	Pupil progress meetings TA and teacher feedback sessions	SO / EK	Half termly
Total budgeted cost					£10,000
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?
PP children to have additional targeted small group support for their social, emotional and behavioural difficulties as well as academic.	Classes have additional targeted support in small groups based on type of need at the time. Teaching Assistants to carry out these groups.	Data demonstrates that some PP children are not making as much progress as non PP. Teaching Assistants support PP children in lessons, through small group targeted activities to ensure immediate catch-up and through interventions.	Observations and tracking of progress and intervention groups. Training for staff delivering these interventions.	NO / CW teachers	Half Termly.
A clearer focus on the progress of PP children particularly those who are higher attaining.	Pupil Premium Meetings / monitoring of books, lessons, data.	This should give a greater focus on the progress of PP children made, and what will happen next to support them if they fall behind.	Regular staff meeting agendas and discussions around PP chn.	NO / CW Teachers.	Half Termly.
PP children to have wider contextual experiences .	Extra Curricular Activities and Visits planned through school but away from the classroom setting. Planned WOW days where PP chn can access inspirational outdoor learning activities. Financial support provided.	This should ensure that PP children have a wider array of practical life experiences which will support them with their life skills, social skills and thus learning in the classroom.	Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits. Pupil conferencing will allow pupils to talk widely about their experiences and how this impacts on their social and emotional health.	All staff	Ongoing.
PP children to accelerate their progress in reading and spelling	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.	Some PP children show evidence of poor reading skills and receive little support at home.	Reading assessments Nessy assessments	NO / KA	Half Termly

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.	Some PP children need to increase their confidence in speaking and listening to develop age appropriate social skills.	Termly reviews of interventions. All staff to monitor progress in a range of social contexts. Pupils communicate that they feel happy and safe at school.	NO/CW	Termly
Total budgeted cost					£13,500
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 grps. Eg LAC / FSM. Attendance awards certificates. Appointment 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 / SO	Ongoing
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.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also, links with other Aspire Hub Academies will be important.	Weekly welfare meetings, monitoring of academy systems and data tracking. Aspire wide tracking of impact.	CW	Ongoing
Total budgeted cost					£2480