

# Pupil premium strategy statement – Shortlanesend

1. Summary information					
<b>School</b>	Shortlanesend				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£32,920	<b>Date of most recent PP Review</b>	21.09.17
<b>Total number of pupils</b>	138	<b>Number of pupils eligible for PP</b>	26	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
<b>2017 SATs</b>	<i>Pupils eligible for PP (5)</i>	<i>Pupils not eligible for PP (9)</i>
% achieving expectations or above in reading, writing and maths	80%	56%
% making at least 2 levels of progress in reading	80%	67%
% making at least 2 levels of progress in writing	100%	67%
% making at least 2 levels of progress in maths	100%	89%
<b>2018 SATs</b>	<i>Pupils eligible for PP (3)</i>	<i>Pupils not eligible for PP (14)</i>
% meeting standard 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%

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.	Low literacy levels of 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.	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. 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.	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. 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. SLT and 2 practitioners to receive Trauma Informed schools training by March 2019 with support in school to cover practitioner absence for training. All children in KS2 will have breakfast offered to them every day.
B.	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.	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.
C.	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 what is expected by the end of Years R and 1. Speaking and listening opportunities daily such as	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 school.

	themed books linked to school Topics throughout the year so children are exposed to high quality texts that are read aloud to them daily.	
<b>D.</b>	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.
<b>E.</b>	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.	Parents feel more confident in supporting their child at home with reading and maths. Homework is completed.

5. Planned expenditure					
Academic year		2018-19			
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 Reception 'as age related expectation' by the end of Year R in Speaking and Listening.	Regular focus on Speech and Language activities with all staff aware of chns needs and how to support chn with this. 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. Aspire Writing programme. Extra staffing for RWI resources and staff to ensure group sizes are smaller than 10 and pitched specifically to that group.	Disadvantaged chn can be at risk from lower Speech and Language ability. Common patterns over recent years have highlighted that chn enter school with poor Speech and Language skills. EEF toolkit. Writing is a school focus and priority and also Trust wide.	Class planning in EYFS to highlight regular Speech and Language opportunities daily. Referral to SALT is timely when required. Early identification of further difficulties is crucial. Tapestry records show progress in Speech and Language over the year in working towards meeting the ELG in this area. Monitoring of the Aspire Writing programme. Training has a direct impact in school and is implemented and reviewed. Half termly RWI assessment to group children accordingly. Catch up sessions or extra sessions implemented where appropriate.	EK, Class 1 staff SLT	Termly

<b>Total budgeted cost</b>					£3000 RWI staff and resources £1500 staff release time for training and implementation of Aspire writing programme.
<b>ii. Targeted support</b>					
<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>
All children will be ready to learn and willing to come to school and parents support this.	Trauma Informed schools training and whole school approach. 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. KS2 breakfast club as it has been noted that not all children have breakfast.	Interventions as recommended by external bodies such as CAMHS and OT to support SEMH such as Music therapy. Locality approach for Trauma Informed schools. Staff build strong relationships with chn and spend time pastorally supporting the chn emotionally. Through observations and learning walks, strong staff/pupil relationships have shown increased resilience.	Half termly Pupil conferencing to discuss attitudes to school, improved attendance, evidence in books to show good standards of work that demonstrate evidence of working towards age related expectations, use of emotional scale to chart chns changes/developments over time. Follow the procedures for Trauma Informed schools.	CW, NO, NP, DL	Termly
A clearer focus on the progress of PP children particularly those who are higher attaining.	Pupil Premium Meetings / monitoring of books, lessons, data, Mastery approach in Maths and level of challenge evident in Literacy and Foundation subjects. Gifted and Talented sessions with Maths specialist at least 4 times a half term.	GDS children need to have their knowledge deepened and extended.	Regular staff meeting agendas and discussions around PP chn. GDS focus for SLT monitoring.	NO / CW/ KA Teachers.	Half Termly.
PP children to have wider contextual experiences. Some families find it hard to access extra enrichment activities eg paying for residential trips / clubs.	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. Money towards a school minibus to reduce the long term cost of trips and to provide easy access to transport for sport's fixtures etc. Opportunities planned around school trips linked to SLE promise.	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. Closes the gap with disadvantaged pupils and non-disadvantaged pupils.	Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits. A range of After school clubs offered based on children's input. Pupil conferencing will allow pupils to talk widely about their experiences and how this impacts on their social and emotional health. All children have the Shortlanesend Promise that charts experiences throughout their time at school.	All staff	Ongoing.

PP children to accelerate their progress, particularly in Maths and Writing.  Parents to know what is expected of their children in school and to engage in this.	Additional ICT devices so chn have access to different programmes and typing. Target daily readers with an adult. Continuation of Accelerated Reader scheme with regular updates of book stores to ensure a range of books are available. Library time with a Librarian to encourage a love of reading. Summer reading challenge, trips to the local library. Pre-teaching groups and targeted support groups for PP chn. Targeted boosting groups for Literacy and Maths in each class. Whole school focus on Writing. Metacognition principles applied to learning. (EEF toolkit)	Some PP children show evidence of poor reading skills and receive little support at home.	AR assessments, Headstart assessments, daily reader logs, Accelerated reader bookshelf and reports, RWI books, keyring collection for regular reading at home. Prizes for Writer of the week.	All staff	Half Termly
<b>Total budgeted cost</b>					£5000 TIS training to release staff and resources £3000 Reading resources and Librarian cost. £15,000- TA supported intervention groups and training.
<b>iii. Other approaches</b>					
<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>
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
<b>Total budgeted cost</b>					£1000 cost of EWO.

6. Review of expenditure				
Previous Academic Year 2017 2018				
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
Children to leave Reception 'as age related expectation' by the end of Year R in Speaking and Listening (Listening and Attention).	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.	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. Children were able to be grouped in groups of no more than 10 so their RWI sessions were tailored specifically to their needs.	Chn still enter Reception with low scores for their Speech and Language so this will need to be a focus next year too.	£10,000
ii. Targeted support				
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

All children will be ready to learn and willing to come to school and parents support this.	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.	Attendance for PP chn is XXX compared to XXX in 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.	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.	£5000
Children with additional needs will have their needs met through their EHCp or IEP.	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.	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.	The assess plan do review system fits in with the County system and is a clear, thorough way to record progress over time.	£0
Funding to support families in children attending clubs/residential/trips.	Funding to support disadvantaged low income families to enable all chn to have the same opportunities.	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.	All children loved the trips and residentials and reported positively- particularly for the Scillies and Harry Potter trips.	£5000

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.	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.	Keep thinking of new ideas and ways to keep children engaged in reading.	£3000
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.	Children feeling happy and safe in all aspects of life means they are more ready to learn.	£8000

### 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.	Attendance is continuing to improve with all children.	£1000



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.	Provision continues to develop all the time and needs to continually be re-evaluated.	£2000
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## 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

**Mid-year review of impact of PP funding:**