

# Pupil Premium Strategy Statement: Shortlanesend School

1. Summary information					
School	Shortlanesend School				
Academic Year	20/21	Total PP budget	£37315		
Total number of pupils	143	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2021

2. Current attainment – Note no National testing took place in 2019-2020		
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. A 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.	Social, emotional and attachment issues are a barrier to learning for PP children much more than for other pupils. This slows progress in subsequent years.
B.	Reading and writing for some pupils eligible for PP (excluding high ability who achieve) are lower than their peers. Not all of the children are encouraged to read at home.

C.	Early reading skills are inconsistent and EYFS children often present at lower than average on baseline. Phonics in PP pupils will be in line with their peers.	
D.	Maths ability shows significant gaps throughout school – these gaps have become enlarged following lock-down and period of home-learning.	
External barriers (issues which also require action outside school, such as low attendance rates)		
	Lockdown – The effects of isolation for some children Inconsistencies in parent support provided during Lock down periods Lack of access to technological resources Lack of Pre-school in area	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Address social, emotional and attachment issues for pupils eligible for PP. Ensure all PP children’s emotional needs are quickly and clearly identified and supported through a range of targeted interventions. Continue to apply a consistent TIS ethos across the school.	Children attend school regularly, and present as confident learners ensuring that progress is noticeable. Parents / carers know how to access emotional and support. Parent feedback highlights good relationships with staff. Children continue to access learning which supports and challenges them whilst showing progress in learning as a result of being emotionally secure learners.
B.	Reading and writing for pupils eligible for PP will be in line with their peers.	Pupils eligible for PP make as much progress as ‘other’ pupils’ reading and writing. Measured by teacher assessments in Foundation and KS1, Years 3,4,and 5, and externally marked SATs in Y6.
C.	Early reading skills are inconsistent and EYFS children often present at lower than average on baseline. Phonics for Key Stage 1 PP pupils will be in line with their peers.	Pupils eligible for PP make as much progress as ‘other’ pupils’in phonics at Key Stage 1
D.	Maths understanding, confidence and knowledge will increase providing firm foundations for future learning and development.	Children’s progress is in line with non PP children.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>20/21</b>
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.	
<b>i. Quality of teaching for all</b>	

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?
Reading and writing for pupils eligible for PP will be in line with their peers.	<p>Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers</p> <p>Small group, teacher led, before school groups.</p> <p>Use of volunteers in school to hear targeted children read</p> <p>High quality feedback showing children clearly what they need to do in order to improve</p> <p>Investment in high quality reading resources</p>	<p>Utilise PP to promote long term change which will help all pupils including:</p> <p>Phonics</p> <p>Reading comprehension strategies</p> <p>High quality feedback</p> <p>Small group tuition</p>	<p>Observations of interventions, group work and lessons, tracking of children's results and work scrutiny.</p> <p>Highly trained and experienced Senior Teaching Assistants and Teachers.</p>	Headteacher / SENCO/ Literacy Leader/Phonics Lead	July 2021
Early reading skills are inconsistent and EYFS children often present at lower than average on baseline. Phonics for Key Stage 1 PP pupils will be in line with their peers	<p>High quality teaching used effectively in small group and 1:1 settings to ensure that full understanding of phonic knowledge is obtained by individual children.</p> <p>Constant assessment used effectively to target the correct level of phonics to each child.</p>	<p>Reading and the understanding sounds is critical to all effective future learning.</p> <p>Assessment of knowledge will provide detailed individual gaps in phonics knowledge – these will be addressed through 1:1 and small group intervention using high quality resources.</p>	<p>Assessment of understanding on a regular basis.</p> <p>Tests</p> <p>National Tests</p>	<p>Phonics Lead</p> <p>Specialist Phonics Teacher</p> <p>English Lead.</p>	Ongoing

<p>Maths understanding, confidence and knowledge will increase providing firm foundations for future learning and development.</p>	<p>Designated time provided for high quality training in mastery for all teaching and TA staff. Regular incremental coaching used effectively to raise standards of teaching in maths mastery. Continued Maths Hub supported used effectively to raise knowledge of teaching staff.</p>	<p>Effective assessment of learning will provide detailed knowledge of gaps in maths knowledge – these will be addressed through 1:1 and small group intervention using high quality resources that target the key areas of the NC needed for progress to be made.</p>	<p>Data monitoring. Regular book scrutiny. Learning walks.</p>	<p>Maths Leader Teachers TAs</p>	<p>Ongoing</p>
<p>Teachers have clear data and responsibility for monitoring and improving the progress of PP children.</p>	<p>Through performance management of leaders and teachers, regular data meetings and ongoing training and coaching of teaching ensures that pupil development is tracked in required depth for effective learning to happen.</p> <p>Termly PIRA &amp; PUMA Assessments used to provide standardised scores.</p>	<p>Teacher are guided to constantly monitor the progress of their PP children and take appropriate action to raise standards.</p> <p>A blend of teacher assessments and standardised assessments will guide teachers to identify learning patterns and intervene quickly ensuring progress is made.</p>	<p>Regular data meetings between SLT, subject leaders and teachers.</p>	<p>Maths and English Leaders  Teachers</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p>£20000</p>

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?
Address social, emotional and attachment issues for pupils eligible for PP. Ensure all PP children's emotional needs are quickly and clearly identified and supported through a range of targeted interventions. Continue to apply a consistent TIS ethos across the school.	<p>Nurture groups and 1:1 approaches set up in classes to ensure that children are ready to learn.</p> <p>Motional used in identified children to track emotional stability and show progress in</p> <p>Trauma Informed Schools approach to be used by all staff. Additional training from Pastoral Lead and SENDCo</p> <p>Regular attendance monitoring used effectively to highlight any issues early.</p>	<p>Early intervention to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.</p> <p>Link with school ethos – Smile – Learn – Excel. Children make better learners when they feel emotionally balanced and settled.</p>	<p>Consistent and continuous SEN monitoring by SENDCo to ensure that PP children with SEMH are identified and supported – observations, learning walks, book scrutinies.</p> <p>Use of motional.</p> <p>Observations of practises through the school highlight consistent TIS approach being used</p> <p>Parental feedback used to analysis trust and strength of relationships.</p>	SENDCo	July 2021

Reading and writing for pupils eligible for PP will be in line with their peers	Reading intervention programmes Use of volunteers in school to hear targeted children read	Targeted support to enable children with specific needs to catch up. Our own tracking has shown these programmes to be effective.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Use of experienced and trained staff in delivery of the interventions.  Volunteers attached to a year group hearing the same targeted children read each week.	SENCO English Co-ordinator	July 2021
Maths understanding, confidence and knowledge will increase providing firm foundations for future learning and development.	Investment in quality resources for supporting learning of mathematics.	Effective assessment of learning will provide detailed knowledge of gaps in maths knowledge – these will be addressed through 1:1 and small group intervention using high quality resources that target the key areas of the NC needed for progress to be made.	Data monitoring. Regular book scrutiny. Learning walks.	Maths Leader Teachers TAs	Ongoing
<b>Total budgeted cost</b>					£15,315

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?
Address social, emotional and attachment issues for pupils eligible for PP. Ensure all PP children's emotional needs are quickly and clearly identified and supported through a range of targeted interventions. Continue to apply a consistent TIS ethos across the school.	Signpost parents to outside agencies as appropriate eg Early Help Hub, Positive Parenting Course and Children's Centre	Feedback from parents and children who have worked with these agencies states that they made a difference.	Work with the agency; monitoring the work that is done with parents and children.	Headteacher PSA – Sally Dyer	July 2021
<b>Total budgeted cost</b>					£2000

6. Review of 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.					
iv. 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.	<p>Staff training for TAs in RWI and curriculum to be continued throughout the year so training and knowledge is up to date and fresh.</p> <p>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.</p> <p>Resources and training for parents in phonics and reading support with individual support for parents who need more focused support.</p> <p>Happened in the early part of the year – whole school staff training also took place raising standards of teaching in RWI/</p>	<p>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.</p> <p>After a recent audit completed by parents stated that they wanted support in reading and Maths.</p> <p>Feedback from parent workshops run during the year indicated a more understanding of phonics and how to support children.</p>	<p>Staff meeting focus on Pupil progress with a specific focus on PP.</p> <p>RWI lead to oversee RWI groups and monitor progress as a whole cohort as well as individual children.</p> <p>Parent questionnaire and verbal feedback on PSA role and how parents are supported.</p> <p>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.</p> <p>Reading has been assessed as generally on target in KS2 after lockdown – but affected noticeably in Year 1 and 2 – Target for 20-21.</p>	KL SD DS	<p>Termly review of English progress in FS. Class level and senior level.</p> <p>Regular informal discussions with parents and children throughout the terms.</p> <p>Termly review of RWI overseen by RWI lead.</p> <p>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>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>Immersive curriculum enabled a wide range of experiences linked to learning including Owl Sanctuary Visit – Ice skating – Go Ape Tree Climbing – all fully attended. Impact was positive on confidence of children socially as well as academically.</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>	ME CW NO JH	<p>Feedback from parents and children termly and after residential trips.</p>
<p><b>Total budgeted cost</b></p> <p>Cost of RWI training: £500</p> <p>Cost to cover staff through training: £1480</p> <p>PSA cost – including training: £704</p> <p>Training for parents and resources: £1000</p> <p>Overtime for staff to implement after school/evening workshops: £960</p> <p>Cost of trips and residentials: £4750</p>					
<b>v. Targeted support</b>					



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.</p> <p>Weekly attendance checks by class teachers using Arbor.</p> <p>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>Attendance stabilised at approximately 96% Careful monitoring of PP data was instrumental in action being taken to ensure children's attendance improved quickly when patterns of absence were noted.</p> <p>Shelter still in development.</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>Two further staff started TIS training – training put on hold due to virus.</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.</p> <p>SEN flowchart to accelerate or decelerate level of need.</p> <p>Half termly staff meetings to discuss PP children and what they need to access high quality first teaching.</p> <p>Record of interventions kept to log specific progress for individuals in small group work.</p> <p>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>Weekly attendance checks by class teachers. Half termly checks by HoS and PP Champion.</p> <p>Monitoring of books and Aspire monitoring days highlighted good knowledge and understanding of barriers faced by PP children and personalised learning evident in most cases – Target for 20-21 is to ensure that personalised learning is clearly explicit in all classes for all PP children.</p>	<p>NO DL NP Class teachers CW</p>	<p>Termly and half termly.</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.	<p>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.</p> <p>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>Expansion of PSA was purposeful especially during lock-down – all staff mobilised to ensure regular contact with PP and vulnerable families – this ensured that parents felt supported despite the situation and relationships between school and home continued.</p>		<p>Parent questionnaires after workshops have been put on to gauge the usefulness of the learning for parents.</p> <p>Informal discussions with parents fed back at staff meetings.</p> <p>Half termly monitoring of Reading records by English lead.</p> <p>Reading records reflected improvements in home reading regularity.</p> <p>New reading records purchased for 20-21 which include more support for parents in deeper level questioning of understanding – this resulted from parent feedback on confidence with understanding reading ability.</p>	SD KA	<p>Half termly monitoring of Reading records by English lead.</p> <p>Termly ongoing discussions as and when required with parents around parent workshops.</p>
<p><b>Total budgeted cost</b></p> <p>Arbor and training: £2000</p> <p>Time for weekly attendance checks: £342</p> <p>EWO SLA: £300</p> <p>TIS practitioner release time: £1440</p> <p>Training for parents and resources: £1000</p> <p>Overtime for staff to implement after school/evening workshops: £1512</p> <p>Small group work for TIS work: £11660</p> <p>TIS resources: £700</p> <p>Playground shelter and resources: £2500</p>					



