

Pupil premium strategy statement (Primary)

1. Summary information			
School	Shorne CE Primary School		
Academic Year	2018/19	Total PP budget	£12,860
Total number of pupils	211	Number of pupils eligible for PP	9

Current attainment (2018 results)									
	KS2	Kent	NA	PP	PP Kent	PPNA	KS1	KS1 Kent	KS1 NA
% achieving in reading, writing and maths	76	66	64	33	50	70	70		
% Achieving the Expected Standard in reading	80	77	75	33	63	80	80	78	75
% Achieving the Expected Standard in writing	88	81	78	67	68	83	73	73	70
% Achieving the Expected Standard in maths	88	75	76	67	61	81	80	79	76

2. 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.	PP pupils do not achieve the expected standard or make enough progress in reading and writing
B.	A higher percentage of children need to be working at expected levels in all areas
C.	PPG+SEN children do not make enough progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor parental support creating a fixed mindset about school, lacking perseverance and confidence
E.	Low levels of attendance
F.	External experiences have created inappropriate learnt behaviours in school

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment for PPG children (end of 2018 ARE – R 62%, W 50%, M 75%)	End of Year data shows an improving picture. Minimum 65% at ARE.
B.	Improved progress in Year 2 maths and writing. Year 1 average progress – M 5, W 5.5	End of year data proves PPG children are in line with school expectations
C.	Improved progress in Year 3 writing. Year 2 average progress 5.	End of year assessments show an improving picture. At least 6 points progress over the year.
D.	Improved attainment in Year 2. Year 1 data R 0%, W 0%, M 0%)	End of Year data shows an improving picture.
E.	Improved attendance for PPG group (currently 94.2%)	Attendance above 96%
F.	Instances of behaviour sanctions pursuant to school Behaviour Policy reduced resulting in more learning time in class.	Number of instances warranting sanctions pursuant to Behaviour Policy reduce. At least a 50% reduction per child.

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.						
Achievement						
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?	Evaluation
Improved attainment for PPG children (end of 2018 ARE – R 62%, W 50%, M 75%)	Additional support for PPG children within class HLTA support Support from English Lead Implementation of Thinking Hard devices	Although generally making good progress attainment for reading and writing is low compared to peers, and 0% of PP+SEN children at ARE.	Regular scrutiny of teaching over time Class teachers oversee all planning and feedback on a daily basis Regular pupil progress meetings Groups are fluid to allow children to maximise progress	TH, SM	Every six weeks fully. Weekly updates	Teacher assessment data July 2019 for PPG R 62%, W 62% M 87% Maths and writing improved Reading remained the same.
Improved progress in Year 2 maths and writing. Year 1 average progress – W 5.5, M 5.	Implementation of Maths Mastery scheme Maths leader to support in planning and delivery where necessary Support from English Lead	Accelerated progress is needed as attainment significantly low for PPG children	Regular scrutiny of teaching over time Class teacher oversees all planning and feedback on a daily basis Regular pupil progress meetings. English Lead to work with planning and assessment Maths Lead to work with planning and assessment	TH, LW, BW, ST	Every six weeks	Year 2 teacher assessment W 0% M 50% Maths average progress 5.5 Writing average progress 4.5 Figures affected by attendance of PPG child at PRU Data without shows Maths average progress 8 Writing average progress 6

Improved progress in Year 3 writing. Year 2 average progress 5.	Use of Schools Direct trainee to add capacity HLTA on a regular basis to add capacity Support from English lead	Although progress of 6 points last year, attainment gap needs to be closed	English leader support Regular book scrutiny Careful planning of sequences identifying gaps needed to be closed	TH, SM, BW	Every six weeks	Year 3 teacher assessment writing progress 7 points. Attainment gap narrowed.
Improved attainment in Year 2. Year 1 data R 0%, W 0%, M 0%)	Additional support for PPG children within class HLTA support Support from English Lead Implementation of Thinking Hard Support from Maths Lead	Accelerated progress is needed as attainment significantly low for PPG children	Class teacher to monitor closely with support from English and Maths Lead Regular book scrutiny Careful use of Maths Mastery scheme to close gaps	TH, LW, ST, BW	Every six weeks	Year 2 teacher assessment R 0% W 0% M 50% Figures affected by attendance of PPG child at PRU
Total budgeted cost					£2,580	
Quality of Teaching						
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?	Evaluation
Ensure that quality of teaching over time is at least good for all groups of pupils	Regular monitoring including learning walks, book scrutiny, pupil voice, observations – focused on groups of children e.g. PPG	Good outcomes can only come from good teaching. It is imperative to regularly monitor provision for all pupils	Book scrutiny focused on PPG children with staff identifying next steps SLT and Subject Leads involved in regular monitoring	TH, SM, BW, ST	Every 6 weeks	SLT monitoring shows 100% of teaching is good or better
All staff and children to be able to use Kagan structures and Thinking Hard devices to develop children into	Whole school CPD on Thinking Hard and Kagan Support from Trust	Kagan and Thinking Hard have proven impact in raising the levels of engagement and resilience within children Lesson observations have shown that teacher questioning is strong, but child self-reflection and peer to	Timely training and support given to all staff Development of strategies to be the focus of observations	TH, SM, BW, ST	On- going through monitoring	Kagan and Thinking Hard used by all teachers. Engagement of all pupils seen during observations

autonomous learners		peer support need to be further developed				
Total budgeted cost					£2,000	
Leadership and management						
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?	Evaluation
Ensure consistent targeted and effective use of PPG	Work with other Trust schools to ensure provision is good	Achievement gaps need to diminish for children in receipt of PPG More PPG children need to be pushed to work at expected level	Regular reports to Governors Governor visits	TH, SM	Ongoing	Meetings throughout year successful in highlighting progress Attainment and progress has improved SEN/PPG group for Trust needs establishing for additional support?
Total budgeted cost					£0	
Behaviour and safety						
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?	Evaluation
Improved attendance for PPG group (currently 94.7%)	Weekly monitoring of attendance and punctuality by office staff and FLO. Communication with parents weekly. Regular meetings with FLO. Use of Breakfast club where needed	Whole school attendance is 96.4% so PPG needs to close the gap. Regular attendance improves the achievement for the pupils	Monitoring reports shared with SLT Help and support plus working with outside agencies Breakfast club funded to encourage attendance Introduction of incentives for children	TH, CK, DM	Termly	Attendance remains stable at 94.6% Figures affected by child attending a PRU for 2 terms.

Dog mentor has a safe place to exercise	Fencing to be erected at back of school	Safe area for dog mentor to be walked away from other children	Construction overseen by site manager Construction undertaken outside of school hours	TH	End of Term 6	Area fenced off Children know not to enter area Size of area does not impact significantly on playing field area for children
Total budgeted cost					£2,750	
Early Years						
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?	Evaluation
To improve levels of speech, language and communication in Early Years	Identification of pupils with S&L needs. Work with S&L therapist Use of Language link by trained HLTA – individualised programmes	67% of EYFS children have come in at expected level for speaking according to Baseline. Locally there is a low acquisition and knowledge of language. Children aren't talked with	FLO to have regular meetings with Speech and Language therapist Language link reports track progress	DT, CK, EC	Every six weeks	93% of EYFS children have gained the expected standard in speaking and 90% in listening
Total budgeted cost					£2,000	
Other Measures						
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?	Evaluation
To increase opportunities for pupils to complete their homework	Weekly homework club to support those who do not receive help from home	PPG children do not always receive support from home so therefore miss out on vital consolidation of skills	Deputy Head will monitor attendance and 'encourage' those who need to attend	SM, BW	Ongoing	Not successful this year. Needs rethinking for next year
To ensure children receive a balanced diet and are ready to learn	Supplement food for children when they arrive hungry or are struggling through the day	Some children do not have appropriate food to sustain them through the school day	FLO to work closely with children and families	TH, FH, KP	Ongoing	Still supplement some children

	Attend Breakfast club					
To provide access to extra-curricular activities in order to develop emotional and social skills	Provide funding for PPG children to partake in all activities including those where a contribution is needed	Access to enrichment, outdoor and adventurous activities to improve resilience and self-esteem. Without funding, disadvantaged pupils would not be able to attend	Monitor attendance of pupils	TH, SM	Ongoing	Increased funding in this area more enrichment opportunities offered across year groups
To ensure social, emotional and mental health needs are met	Use of specifically trained Therapist to support in class time and at social times offering enrichment activities and support Various therapies offered as support Introduction of a Dog Mentor	Children achieve better if they are settled and know they have someone to turn to when things are bothering them	Discussions with Therapist and Head of School Therapist and FLO to support parents Trained dog therapist to oversee dog mentor programme	TH, EC, LJ, CK	Ongoing	Children more ready to learn following sessions. Number of children who have finished therapy sessions and succeeding in class has increased Use of dog has decreased instances of class/learning disruption.
Total budgeted cost					£3,500	