



1. Summary information					
School	Robert Shaw Primary and Nursery School				
Academic Year	2018/19	Total PP Budget	120,074	Date of Most recent PP review	Summer 2017
Total Number of Pupil	447	Number of pupil eligible for PP	80	Date for next PP strategy review	TBA

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National PP children</i>	<i>National Non-premium</i>
% achieving Good Level of Development	66.7%	68.4%	(LA) 60.9%	(LA) 69.9%
% achieving pass mark at Year 1 phonics	71.4%	87.5%	71.7%	84.8%
KS1 % achieving secure or above in reading, writing & maths (or equivalent)	38.5%	67.4%	(LA) 50.7%	(LA) 64.2%
KS2 % achieving secure or above in reading, writing & maths (or equivalent)	71.4%	49%	70%	70%
Reading Progress Score	-1.14	0.08	TBC	TBC
Writing Progress Score	-2.57	0.59	TBC	TBC
Maths Progress Score	0.03	0.37%	TBC	TBC
% achieving above expected in reading, writing & maths	0%	7%	12%	12%

3. Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children are not make the same progress as other pupils in reading and writing.
B.	Emotional, social barriers that need supporting in order for children to be ready to access learning to their full potential
C.	Children are not achieving the higher standards
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance is lower for disadvantaged pupils

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Children will achieve the expected level, and at least expected progress in reading and writing	At the end of each key stage, the gap between disadvantaged pupils and other children's progress is closed. Across the school, the vast majority of disadvantaged pupils will make at least the expected progress. The % of disadvantaged pupils meeting the expected standard will increase across the school to be in line with others. The gap between disadvantaged pupils and other Y1 pupils achieving the phonics screening score will narrow.
B.	Children will be able to access learning to their full potential despite social and emotional barriers	Children are identified early and targeted support put in place quickly Children are supported through a variety of interventions which are appropriate to their individual need The progress of disadvantaged pupils is accelerated.
C.	More children will achieve the higher standards	The % of pupils across the school achieving the higher standard is at least in line with their peers and moves closer to national.
D.	Improved attendance rates for disadvantaged pupils	Attendance shows a rising trend.

5. Planned expenditure					
Academic Year		2018/2019			
The three headings below enable schools to demonstrate how they are using 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?
All teaching will be judged to be at least effective	Peer observation Coaching, mentoring support for new teacher or those not judged to be at least effective Teacher development plans in place which are monitored by phase leaders	79% of teaching is at least effective, however this is not a consistent picture across the school. Monitoring and evaluation evidence.	Quality first teaching is priority 1 on SDP. Increased number of CPD opportunities Additional release time in order for phase leaders to meet and coach teams/monitor teacher development plans	SLT	Timelines set out in the SDP Weekly monitoring activities Data collections £12,000
Improve the progress of children who are not on track to reach the standard in reading and writing	Additional language support in class Small focused group and 1:1 support RWI intervention group Staff meetings Pupil conferencing Disadvantaged champion to work with groups and track progress Focused TA support	End of year data indicates that disadvantaged pupils do not make the same rates of progress as their peers. The % of disadvantaged pupils achieving the phonics screening test was below other pupils	Small group support which is targeted at specific areas of need. Regular book reviews A focus on these children are pupil progress meetings Focused tracking data and actions coming from this.	PR/KC	½ termly pupil progress meetings £65,074

More children will achieve the higher standard	Targeted greater depth groups across the school Purchase of additional resources	End of year data indicates disadvantaged pupils achieved greater depth in RWM combined	Discussions with CT Focused discussions during pupil progress meetings	PR/AB	½ termly pupil progress meetings. £12,000
Total budgeted cost					£89,074
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?
SEBD needs are met and children are able to focus on their learning	School Counsellor intervention to develop positive behaviours and managing emotional health Small groups and 1:1 Time to talk Support to develop good learning techniques and habits	Significant percentage of pupils on SEND list for SEBD. Children in need/child protection plans Increased referrals to BEHMs	Children are accessing learning Reduced number of playtime incidents from targeted children Track progress	JO/KC/AB	½ termly data collections Fortnightly safeguarding meetings ½ termly behaviour data ½ termly pupil progress meetings
Total budgeted cost					20,000
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?
Attendance to reach 96% or better	Continue with attendance officer support Attendance officer targeted support	Using this approach attendance has improved year on year 2016/17: 92.58%-94.17% 2017/18: 94.17%-94.88%	Regular weekly discussions between attendance office and staff Monthly data collections	AB/RUH/AH	Monthly data collections ½ termly attendance data comparisons

	Support trips where cost is the inhibiting factor				
Total budgeted cost					11,000

6. Review of expenditure				
Previous Academic Year				
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
i. Quality of teaching for all				
All teaching will be graded as at least good	Peer observation Coaching Mentoring support for new teachers	SLT meeting were timetabled in to be fortnightly which included monitoring and feedback of monitoring. Staff we all made aware of monitoring that was occurring throughout the school with a new monitoring header on the weekly log. The Non-negotiables were amended and distributed to staff at the start of the year. In the summer term, 87% of the teaching was graded at good or above.	Consideration of the organisation of the school to support teaching across all year groups SLT meeting will continue to be fortnightly.	£44,056
Improve the progress of children with more than one barrier.	Additional language support in class in order to secure a full understanding of tasks to be completed. Read, Write Inc Staff meetings	% of disadvantaged + SEND pupils achieving at least expected progress Math – 74% Reading – 65% Writing – 52% % of disadvantaged +SEND pupils achieving at least the expected standard.	To ensure that further improvements can be made, more specific and focused meetings will occur with the pupil premium champion and the class teachers. This is an area that will continue to be monitored and reviewed ensure that a	

		<p>Math – 48% Reading – 39% Writing – 17%</p> <p>% of disadvantaged + EAL pupils achieving at least expected progress. Math – 78% Reading – 75% Writing – 73%</p> <p>% disadvantaged + EAL pupils achieving at least the expected standard. Math – 71% Reading – 66% Writing – 59%</p>	higher percentage of children which have multi barriers have a greater progression with their learning	
Improve children’s attainment levels in writing	Talk for writing to be taught in KS1	KS1 writing results show that 81.8% of the disadvantage students are making progress at expected or an above rate. However, only 41.67% of disadvantage students are at the expected standard.	As progression is of a good percentage this method will continue to be taught in KS1, children that are not making the expected standard with be monitored to ensure that progression continues throughout the next year to get the children to be working at the expected standard.	
ii. Targeted support				
Reduce the number of behavioural incidents of PP pupils in order for them to focus on their learning.	Reviewed behaviour policy. School counsellor intervention to develop positive behaviours and managing emotions. Small group and 1:1 support to develop	In the summer term of the 39 recorded detentions, 15 of these were for Pupil Premium pupils. This amounts to 38% of the total recorded detentions. This outcome shows an improvement of 1% for this group of pupils. However, it is worth noting that both of the third detentions were given to Pupil Premium pupils and would indicate a	Continue with 1:1 session with the school councillor Targeted support through coaching and Sports Apprentice support. Early intervention when behaviour begins to ‘wobble’ through target card reminders.	£53,824

	good learning techniques and habits	strong need to support Pupil Premium pupils for both academic and pastoral purposes.																																						
Improve the written and oral skills of multibarrier pupils eligible for PP.	PP intervention group to address key skills EAL support to develop oral and written skills EAL support within class to enable a clear understanding of what is being taught RWI daily	<p>Percentage of children achieving the phonics screening test can be seen below</p> <p>YEAR 1</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>85.4</td> <td>80.4</td> </tr> <tr> <td>SEN</td> <td>80</td> <td>48.2</td> </tr> <tr> <td>PP</td> <td>71.4</td> <td>71.7</td> </tr> </tbody> </table> <p>YEAR 2</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>57.1</td> <td>58.4</td> </tr> <tr> <td>SEN</td> <td>60</td> <td>39.6</td> </tr> <tr> <td>PP</td> <td>100</td> <td>50.9</td> </tr> </tbody> </table> <p>KS1 SATs Reading</p> <table border="1"> <thead> <tr> <th></th> <th>School 2017</th> <th>School 2018</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>73.2</td> <td>73.9</td> </tr> <tr> <td>SEN</td> <td>20</td> <td>57.1</td> </tr> <tr> <td>PP</td> <td>45.5</td> <td>46.2</td> </tr> </tbody> </table> <p>See above for KS1 statistics</p>		School	National	EAL	85.4	80.4	SEN	80	48.2	PP	71.4	71.7		School	LA	EAL	57.1	58.4	SEN	60	39.6	PP	100	50.9		School 2017	School 2018	EAL	73.2	73.9	SEN	20	57.1	PP	45.5	46.2	<p>The Phonics data shows that the in all areas the matching if not exceeding the national or local authority percentages.</p> <p>The data for from the KS1 SATs shows that improvements in the way that we are delivering interventions to the groups of children is having a year on year improvement.</p>	
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Attendance to reach 96% or better	Attendance officer to be employed	Pupil Premium attendance at the end of the 2017/18 academic year was 94.88% which is an improvement from 94.17% last year and 2.22% improvement from the year before that.	As improvements are trending in the correct way we will continue with the methods and strategies that we are using.	13,000																																				