

1. Summary information					
School	Robert Shaw Primary and Nursery School				
Academic Year	2019/20	Total PP Budget	112,040	Date of Most recent PP review	Summer 2017
Total Number of Pupil	421	Number of pupil eligible for PP	66	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	80%	65%	57%	74%
% achieving pass mark at Year 1 phonics	86%	81%	71%	84%
KS1 % achieving secure or above in reading, writing & maths (or equivalent)	38%	55%	50%	69%
KS2 % achieving secure or above in reading, writing & maths (or equivalent)	63%	56%	65%	65%
Reading Progress Score	1.06	1.92	0	0
Writing Progress Score	0.61	0.4	0	0
Maths Progress Score	-1.04	0.11	0	0
% achieving above expected in reading, writing & maths	0	10%	0	0

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.	The high proportion of boys with additional needs.
B.	Emotional, social barriers that need supporting in order for children to be ready to access learning to their full potential.
C.	The high percentage of pupils with English as an additional language resulting in poor communication and comprehension skills.
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
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A.	<p>The attainment of disadvantaged boys will be at least in line with that of disadvantaged girls. The attainment of disadvantaged pupils in Key Stage 1 will be at least in line with that of their peers</p>	<p>Early identification and intervention through QFT for children who are falling behind. In all year groups, the gender gap will narrow resulting in also diminishing the difference between disadvantaged pupils and their peers. At the end of each key stage the gap between disadvantaged boys and other pupils is closed. Across the school the vast majority of boys will make at least the expected progress, with accelerated progress of the disadvantaged pupils in order to be in line with their peers. The % of boy's pupils meeting the expected standard will increase. (This will significantly impact on the outcomes for disadvantaged pupils) The gap between disadvantaged pupils and other Y1 pupils achieving the phonics screening score will narrow. The percentage of disadvantaged pupils is at least in line with national at the end of KS1</p>
B.	<p>All children, with a focus on disadvantaged pupils, will be able to access learning to their full potential despite social and emotional barriers</p>	<p>Disadvantaged pupils with additional needs are identified early Children are supported through a variety of interventions which are appropriate to their individual need The progress of disadvantaged pupils is accelerated.</p>

C.	More disadvantaged children will achieve the higher standards	The % of disadvantaged pupils achieving the higher standard is at least in line with their peers and is at least in line with national
D.	Improved attendance rates for disadvantaged pupils including persistent absentees.	Attendance shows a rising trend.

5. Planned expenditure					
Academic Year		2019/20			
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 with at least 50% of teaching to be highly effective by the end of the year.	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	83% of teaching is at least effective, however this is not a consistent picture across the school. Monitoring and evaluation evidence.	Trust Associate HT support for those not yet effective. Increased CPD opportunities within and outside of the Trust Additional release time in order for phase leaders to meet and coach teams/monitor teacher development plans	SLT	Agreed actions with Associate HT Weekly monitoring activities Data collections Appraisal process £10,000
Staff use digital technologies to enhance the learning	Purchase of iPad and digital screens for classrooms	Use of technology enables improved home school	Purchase of whole school and 1 year group set of iPad (98)	LH/AJB	½ termly pupil progress meetings Termly

	health Small groups and 1:1 Time to talk Support to develop good learning techniques and habits TA support through pastoral activities – 3 x weekly	Increased referrals to BEHMs	Track progress		½ termly behaviour data ½ termly pupil progress meetings £40,000
All disadvantaged children to access out of school activities to support curriculum enrichment, enjoyment and key skill development.	All year groups expected to arrange at least 1 visit per 'topic' to develop curriculum enrichment and develop skills and knowledge. Enrichment activities to be subsidised as appropriate.	Providing a variety of first-hand experience or a hook, to enhance and develop understanding of a topic. Leading to richer learning experiences and an excitement/love of learning.	Discussions and feedback from pupils and adults (staff and parents/carers). Work scrutiny Data analysis	KC	At least ½ termly £10,000
Diminish the gender gap between disadvantaged boys and girls in order to increase the number of children reaching age related expectations and greater depth.	Identify the barriers to learning Research how boys learn best Apply research to QFT Identify appropriate interventions, if and when required. Monitor and evaluate the impact of strategies used.	Data analysis across the school identifies achievement gaps between boys and girls.	Regular discussions with staff, included as a standard item within pupil progress meetings. Discussions with pupils. Book looks and planning monitoring,	SLT	At least half termly Standing item on SLT agenda at least X2 per half term Termly data analysis. £16,000
Total budgeted cost					£66,000
iii. Other approaches					
Desired outcome	Chosen action /	What is the evidence	How will you ensure it	Staff lead	When will you review

	Approach	and rationale for this choice?	is implemented well?		implementation?
The attendance of disadvantaged pupils to be at least in line with their peers. Attendance to reach 96% or better	Continue with attendance officer support Attendance officer targeted support Support trips where cost is the inhibiting factor	Using this approach attendance has improved year on year	Regular weekly discussions between attendance office and staff Monthly data collections	AJB/RUH/AH	Monthly data collections ½ termly attendance data comparisons £10,000
Total budgeted cost					£10,000

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 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	The vast majority of teaching in school is judged good or better. Target: 79% Achieved: 83%	Develop support systems further for those who are not yet judged to be effective or highly effective. Planned CPD approach. Whole school and group coaching to share good practice. Continue with this target to increase the % good or better to 100%	£89,074

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	Disadvantaged pupils across the school make progress that is broadly in line with their cohort and non-disadvantaged pupils, and often better. Significant numbers of disadvantaged pupils make accelerated progress. Through data analysis on a half termly basis, all staff are aware of disadvantaged children in each class.	Focus on accelerated progress has had a significant impact. Small group work with disadvantaged champion has increased progress of disadvantaged pupils Disadvantaged champion and SEND leads to have regular, planned meetings with staff to discuss pupil achievement and impact of interventions/QFT																						
More children will achieve the higher standard	Targeted greater depth groups across the school Purchase of additional resources	<table border="1"> <thead> <tr> <th></th> <th colspan="3">2018</th> <th colspan="3">2019</th> </tr> <tr> <th>Disadvantaged pupils</th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>7.1%</td> <td>7.1%</td> <td>28.6%</td> <td>12.5%</td> <td>18.8%</td> <td>12.5%</td> </tr> </tbody> </table>		2018			2019			Disadvantaged pupils	R	W	M	R	W	M	KS2	7.1%	7.1%	28.6%	12.5%	18.8%	12.5%	Top down planning and targeting of greater depth has been successful in disadvantaged pupils increasing greater depth in reading and writing. More focus needs to still be given to greater depth in maths. Careful identification of the barriers to more children reaching the higher standards needs to be carried out and appropriate QFT and interventions put into place.	
	2018			2019																					
Disadvantaged pupils	R	W	M	R	W	M																			
KS2	7.1%	7.1%	28.6%	12.5%	18.8%	12.5%																			
ii. Targeted support																									
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	Children are increasingly accessing learning with few emotional outburst. Attendance improved: Books show significant progress Children have become increasingly confident to take an active part in lessons including group discussion and assessment for learning activities.	Regular timetabled meetings have a greater impact on positive behaviour self-management and behaviours for learning than ad hoc sessions. This intervention to continue at the current level with increased support as and when required.	£20,000																					

	Time to talk Support to develop good learning techniques and habits			
iii. Other approaches				
Attendance of disadvantaged pupils to reach 96% or better	Continue with attendance officer support Attendance officer targeted support Support trips where cost is the inhibiting factor	Attendance for disadvantaged pupils increases through: Particular focus on pupils' attendance in F2 and Year 1 to form good attendance habits. Targeted support and challenged by Attendance Officer to reduce number of PA who are disadvantaged. Where pupils are also SEND or have medical conditions, work with SENDCo to ensure appropriate provision and achieve maximum attendance.	A closer focus on disadvantaged pupils, particularly punctuality. The implementation of regular meetings with the attendance officer and admin have ensured a clear picture of the attendance of all groups. Attendance is an agenda item on all safeguarding team meetings and this should continue to be interrogated as this has provided a clear picture of attendance for groups and individual children.	£11,000