

# Pupil premium strategy statement:



National College for  
Teaching & Leadership

Summary information							
<b>School</b>		Shawlands Primary School.					
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	£74, 730	<b>Total number of pupils</b>	299	<b>No of pupils eligible for PP</b>	56 (18%)

Prior attainment (19-20 – no data submitted for 20-21 due to Covid-19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% reaching expected standard in Reading at Key Stage One	80%	77%
% reaching expected standard in Writing at Key Stage One	80%	77%
% reaching expected standard in Maths at Key Stage One	20%	88%
% reaching expected standard in Reading, Writing & Maths at KS1	20%	77%
% reaching expected standard in Reading at Key Stage Two	50%	82%
Progress in Reading at Key Stage Two	0.9	1.2
% reaching expected standard in Writing at Key Stage Two	63%	83%
Progress in Writing at Key Stage Two	2.1	1.6
% reaching expected standard in Maths at Key Stage Two	88%	91%
Progress in Maths at Key Stage Two	5.6	5.0
% reaching expected standard in GPS at Key Stage Two	N/A	77%
% reaching expected standard in Reading, Writing & Maths at KS2	50%	83%

<b>Review of Previous Year's Expenditure</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Cost</b>
Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Phonics reading books needed to match the phonics being taught.  Continue with small phonics groups using HLTA and TAs.  Intervention groups with DHT.	80% of Y1 pupils on track to pass phonics check, but the check did not happen due to Covid 19. 63% of Y2 pupils were already at the pass-rate, with the other 37% on track to pass the re-check.  Autumn check results will be added once complete.	
Reading ,Writing and Maths attainment and progress for eligible pupils in all key stages to increase, so the gap with other pupils narrows and the proportion getting combined increases.	Small intervention groups with TAs and additional support in class focused on PP pupils.  Apprentice working in KS1 to provide additional support.  Booster groups with HT, DHT and external staff for PP pupils.  Free access to Mathletics and Times Tables Rockstars for all eligible pupils.	No end of year data was submitted due to Covid-19.  Internal data at Spring showed that 20%, 40% and 60% of PP pupils were on track for expected in Re, Wr and Ma respectively in Year 2.  Internal data at Spring showed that 50% of PP pupils were on track for expected in Re, Wr and Ma in Year 6.	£28 450 TAs and Apprentice.  £7 800 Booster Groups.  £465 Mathletics
Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where appropriate make accelerated	SALT in school ½ day per 2 weeks. Trained TA delivering SALT sessions 3 afternoons per week. EYFS have SALT sessions with trained staff.	All children on SALT programme made at least expected progress.	£7 692 TA £2866 S&LT
For the attendance, progress and attainment of eligible pupils to improve through the	0.4 PSA and 0.2 Welfare officer to respond to issues as they arise and work with vulnerable families.	Attendance of eligible pupils through school was in line with other pupils up to Spring, but attendance could not be accurately tracked after that due to the partial closure of school.	£17 840
For assessment to produce formative and summative assessment information for teachers and TAs leading intervention groups.	Continue with NFER tests. Time for QLA of tests. Tracker on SIMS so teachers can analyse their own data more effectively.	NFER tests informing SIMS tracker and Connecting Steps trackers producing accurate data for teachers to use to target children for interventions and support where needed.  Progress through school is good, with Key Stage Data showing the rise in attainment.	£2 300

For the DHT to be non-teaching, allowing a greater focus on welfare, including the progress and attainment of PP pupils.	DHT to be non-teaching, spending the equivalent of one day per week monitoring and tracking the outcomes of PP pupils throughout school.	DHT active in tracking progress of children and leading the conversation in PP meetings around their progress and any barriers.	
For pupils to have greater first-hand experience through visits and visitors to school.	Subsidised or free visits and visitors for eligible pupils.	The majority of classes had at least one high-quality visit / visitor OR one Inspire session with parents which has had an impact on the quality of their writing and the development of a wider vocabulary. Many activities planned for the Summer Term were cancelled due to Covid-19.	

### Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Many children effected by the covid pandemic
<b>B.</b>	Many children enter school with Speech and Language difficulties which impact on phonics and reading throughout EYFS and KS1 and into KS2.
<b>C.</b>	Children entering school with a wide range of phonics and basic skills prior learning. This has a negative impact on phonics scores as well as reading and writing progress throughout EYFS and KS1 and into KS2.
<b>D.</b>	Lack of access to reading materials and opportunities to read outside of school mean that the % of PP pupils reaching EXS and GD in Reading is well below 'other' pupils.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Many eligible pupils have additional needs including attendance and welfare problems which impact on their progress throughout school.
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### Outcomes

	<i>Desired outcomes and success criteria</i>	<i>How it will be measured.</i>
<b>A.</b>	For children adversely affected by the Covid-19 partial closure to catch up on any lost learning and with the attainment of their peers.	KS1 and KS2 outcomes. Internal cohort data.
<b>B.</b>	Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.	Speech and Language impact reports. Teacher observations of SALT children. Reading and phonics outcomes.
<b>C.</b>	Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Phonics scores. Pass rate at Y1 and Y2 phonics checks.
<b>D.</b>	The proportion of eligible pupils reaching EXS and GD at the end of KS1 and KS2 (and in all other cohorts) in Reading increases, closing the gap with 'other pupils'.	KS1 and KS2 outcomes. Internal cohort data.
<b>E.</b>	For the attendance of eligible pupils to improve through the appropriate support and challenge from school.	Attendance eligible pupils to increase to be more in line with 'other pupils'.

Planned expenditure 2020-2021					
Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead	Cost
For children adversely affected by the Covid-19 partial closure to catch up on any lost learning and with the attainment of their peers.	TAs deployed to work with Pupil Premium children in class and during afternoon intervention sessions. Additional TAs in every phase to work with these children through the week.	Progress of PP children at least matches that of 'other' children and any gaps narrow over the year.	Progress of the PP children discussed and monitored at Pupil Premium meetings.	CA	£25,361 60% of the cost of 3 non class-based TAs.
Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.	SALT in school ½ day per 2 weeks. Trained TA delivering SALT sessions 3 afternoons per week. EYFS have SALT sessions with trained staff.		Regular reports from SALT. Monitoring of outcomes for pupils accessing support. Teacher observations.	SENCO	£7 692 TA £2866 S&LT
Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Phonics reading books needed to match the phonics being taught.  Continue with small phonics groups using HLTA and TAs.  Booster sessions delivered by CA / DW LB/HD.	Pass rate for PP pupils will be in line with 'other pupils' in Y1 tests.  PP children taking Y2 rechecks will pass or show a significant increase in scores.	Phonics monitoring including intervention group drop-ins.  Phonics tracker analysis.	DHT RL	£3,000 phonics reading books.
The proportion of eligible pupils reaching EXS and GD at the end of KS1 and KS2 (and in all other cohorts) in Reading increases, closing the gap with 'other pupils'.	Small group reading sessions throughout KS1, with the new phonics-linked reading books.  Extra comprehension groups for Y2 pupils.	% working at EXS and GD in KS1 and KS2 increases.  Progress for KS2 PP pupils in reading is well above 0.	PP meetings – tracking progress of PP pupils.	DT HD	£ Cost of additional KS1 TA for interventions.
	High quality guided reading books purchased to engage PP pupils in reading sessions.  Reading intervention groups and 1:1 sessions with TAs in afternoons.		PP meetings – tracking progress of PP pupils.	DT HD	£900 Purchase of guided reading books.
	KS1 and KS2 Reading booster classes from January.		KS2 outcomes for PP pupils.	DT HD	£3,900
For the attendance, progress and attainment of eligible pupils to improve through the removal of any welfare-related barriers.	0.4 PSA and 0.4 Welfare officer to respond to issues as they arise and work with vulnerable families.  Closer links with EWO every 2 weeks to work with targeted families.	Attendance of pupil premium pupils to be higher than previous year, and PA to be lower.	Attendance data presented to governors to include PP pupils.  Progress and attainment of pupils with previously low attendance.	DHT	£17 840 PSA (0.4) £18, 863 Learning Mentor (0.4)

For the DHT to become non-teaching, allowing a greater focus on welfare, including the progress and attainment of PP pupils.	DHT to be non-teaching, spending the equivalent of one day per week monitoring and tracking the outcomes of PP pupils throughout school.		DHT reports to governors. Improved outcomes for target groups.	DHT	£9 120
For pupils to have greater first-hand experience through visits and visitors to school.	Subsidised or free visits and visitors for eligible pupils.		Evidence of wider vocabulary understanding evident in reading and writing.	DHT	£450
	<b>Total budgeted cost</b>				£76 629