

Pupil Premium Accountability Report 2018-9

Shotton Hall Primary School

Working together to

S H I N E

Successful, Happy, Inspired and Nurtured towards Excellence

Pupil Premium is additional funding received by schools for the purpose of helping disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Pupil premium funding is available to a range of schools including those maintained by the local authority.

In 2018-19 financial year, schools will receive £1,320 for pupils in reception to Y6 registered as eligible for free school meals at any point in the last 6 years. SHPS will receive £2,300 for any pupil identified in the January 2018 census as having left local authority care as a result of adoption, has a special guardianship order, has a child arrangements order, who has been in LA care for one day or more, who has been recorded as eligible for FSM in the last 6 years and as being looked after.

For pupils who attract the £2,300 rate, the virtual school head of the LA that looks after the funding will manage the funding.

For the purposes of shorthand in this report pupils who access Pupil Premium are referred to as disadvantaged (D). Those children who are not in receipt of these funds are referred to as non-disadvantaged (ND).

Statutory Requirements

- All schools are required to publish, via their website, details re the spending of the Pupil Premium and its **impact**
- We include the following:
 - our pupil premium allocation for the current **academic** year
 - details of how we intend to spend the allocation
 - details of how we spent the previous **academic** year's allocation
 - **how it made a difference** to the attainment of disadvantaged students

Accountability

head teachers and school leaders decide how to use the pupil premium. They are held accountable for the decisions they make :

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

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- the reports for parents that schools have to publish online

The pupil premium for 2018 to 2019 will include pupils recorded in the **January 2018 school census** who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2018.

Financial year	NOR	No pupils Eligible	% pupils eligible	Looked after pupils /	service pupils	Amount of Pupil Premium funding for the full financial year including LAC and Service
2012-13	350	109	31			£65,400 (£600 per pupil)
2013-14	350	109	31			£65,400 (£600 per pupil)
2014-15	350	121	35			£157,300 (£1300 per pupil)
2015-16	338	123	36			£162,360 (£1320 per pupil)
2016-7	359	114	32	9x 1300= £11,700		£147,840 (£1320 per pupil)
2017-8	349	98	34	DCC LAC Summer x11 pupils Autumn and Spring x9 pupils =£12,500 NDCC LAC= £1000 estimate (£600 per pupil top sliced to LAC service)	1x £300	£143,160 including LAC and service (1320 per pupil) £129,360 without LAC
2018-9	347	93	27	PLAC 1x £2,300 £11,400=6 pupils for full year and 2 pupils for summer term only £1000 Early years	1x £300	£121,740 pupil premium (£1,320 for pupils from reception to year 6) £136,440 including LAC and service children

The proportion of pupils known to be eligible for free school meals is broadly in line with the national average: 26.8% / 26.6%. The proportion of pupils known to be eligible for free school meals has been relatively stable over time.

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CURRENT ATTAINMENT 2017-8	School disadvantaged	National disadvantaged	National other (not disadvantaged)
% disadvantaged pupils achieving GLD	67%	56%	73%
% disadvantaged pupils achieving expected phonics standard Y1	100%	70%	81%
% disadvantaged pupils achieving expected phonics standard Y2 (1 pupil)	100%	NA	NA
KS1			
KS1 % disadvantaged pupils achieving expected standard + in Reading	70 %	63%	76%
KS1 % disadvantaged pupils achieving expected standard + in Writing	60 %	54%	68%
KS1 % disadvantaged pupils achieving expected standard + in Maths	70 %	62%	75%
KS 1 % disadvantaged pupils achieving expected standard+ in Science	100%	71%	83%
KS1 % disadvantaged pupils RWM combined TEACHER ASSESSMENT	50%	xx	65%
KS1 High Standard			
KS1 % disadvantaged pupils achieving high standard in Reading	10	13	28
KS1 % disadvantaged pupils achieving high standard in Writing	0	7	17
KS1 % disadvantaged pupils achieving high standard in Maths	10	11	24
KS2			
KS2 % disadvantaged pupils achieving expected standard + in Reading	57%	60%	75%
KS2 % disadvantaged pupils achieving expected standard + in Writing	83%	66%	78%
KS2 % disadvantaged pupils achieving expected standard + in SPAG	70 %	66%	78%
KS2 % disadvantaged pupils achieving expected standard + in Maths	70 %	63%	76%

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KS2 disadvantaged pupils RWM combined	56.5 %	48%	64%
KS2 High standard			
KS 2 % disadvantaged pupils achieving high standard in Reading	17%	14%	29%
KS 2 % disadvantaged pupils achieving high standard in Writing	26%	10%	21%
KS 2 % disadvantaged pupils achieving high standard in SPAG	39%	21%	36%
KS 2 % disadvantaged pupils achieving high standard in Maths	13%	13%	27%

IN SCHOOL BARRIERS

NUMBERS OF PUPILS: mixed age classes across the school. Most classes are 30 with 30 + in KS2 and the rooms are small, use of the heart space and other smaller spaces has to be used to withdraw pupils for small group learning.

ADULTS IN CLASSES: Not all classes have daily TA support as this is targeted towards pupils with specific needs.

LEARNING BEHAVIOUR: Some pupils lack independence, resilience and determination to achieve independently- there is an over reliance on support, this is a development focus for our teaching staff.

EXTERNAL BARRIERS

PARENTAL SUPPORT: Some parents have low expectations of their children and do not value or support the school experience. Some parents object to their child being in a mixed age class.

ATTENDANCE: Some pupils are withdrawn from school for holidays in term time despite the enforcement of regulations and fines.

HOME LIFE: Some pupils are victims of homes where there are drug, alcohol and mental health issues. Pupils worry about what is happening at home when they are not there. Some pupils show signs of attachment disorder and others live chaotic lifestyles.

COMMUNICATION AND LANGUAGE: Some younger pupils have poor spoken communication, language and understanding skills and do not experience good quality conversation at home as a model for speech.

SELF CARE SKILLS: Some pupils and their families have poor self care skills and have difficulty in taking responsibility for their learning including homework.

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DESIRED OUTCOMES

Pupils come to school every day and on time and have attendance over 96% over the year. More pupils achieve 100% attendance. Measured weekly in assembly, rigorous meetings and collaboration with targeted families.

Pupils understand how to be healthy, keep clean and live healthy lifestyles and suffer less illness eg colds and coughs, sickness bugs over the winter months.

Pupils work independently and in groups to access learning with enthusiasm and rigour. Pupils respond well to challenge and achieve highly. Measured termly via pupil progress meetings, seen in book scrutiny.

Pupils are identified who need support through intervention CWC, listening matters, friendship club, lego club, counselling etc support programmes have impact. Pupils are happy to come to school and can focus on learning. Disadvantaged pupils are supported to be safe at home and in school via rigorous safeguarding procedures.

Talk for writing programme is embedded across the school and this impacts on pupils speaking and listening skills and enables them to improve speaking to writing skills. Seen in pupil progress, talking to pupils, lesson observations, work scrutiny.

Pupils engage in vibrant, relevant and motivational learning experiences and are enthused to show their learning is meaningful. Pupils demonstrate transferable skills of resilience, resourcefulness, reflectiveness, reciprocity and respect. Monitored through award system.

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Rationale for the choice:	Amount allocated	Is this a new or continued activity/cost centre?	Summary of the intervention or action including details of year groups and pupils involved and the timescale	Specific intended outcomes: how will this intervention/action improve achievement for pupils eligible for Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? how will success be evidenced?	Actual impact: What did the action/activity actually achieve? Be specific 'as a result of this action...' If you plan to repeat what would you change to improve it next time?
Employment of a behaviour, attendance and safeguarding officer to keep pupils safe and ensure good attendance	%of salary £15,000	CONTINUED Expansion of the role to include safeguarding and liaison with external agencies and SENCO	1.To work with parents to address issues preventing good attendance/ run attendance workshops 2.To work with all pupils to ensure learning behaviour is good and enable optimum learning to take place. 3.To ensure all pupils are safe at home and in school and are well supported to learn.	1.Pupil's attendance improves and support is in place to enable all pupils to come to school every day and on time. 2.Pupil's barriers to learning are addressed and all pupils are able to learn well within a class setting. 3.Pupil's are safe both at home and in school and are able to access learning without distraction and be supported to address gaps in learning.	Monitored by the HT and communicated to governors termly via the HT report. Monitored via termly pupil progress meetings. Monitored by termly work scrutiny and talking to pupils. Attendance monitored weekly and KM works directly with EWO and PSA to identify and support families of pupils.	The majority of pupils behave well in school and visit KM if they have concerns or worries. This enables them to learn well. Pupils with challenging behaviour are withdrawn to enable others to learn without interruption. Pupils who struggle with positive class behaviour are trained in our expectations.
Contribution to TA salaries (See list below)	% of salary £77,877	Continued and developed with greater focus on specific roles	Pupils are targeted for support to close gaps in understanding	Pupils access whole class learning and engage in intervention to support learning across the curriculum where needed.	AMB/ JB will manage and evaluate impact of TA support via pupil progress meetings, lesson observations and a range of moderation activities.	Pupils engage in intervention for academic and social emotional needs as required. This enables them to be more receptive to learning at a more rapid pace.

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Educational visits contribution	£2, 000	continued	Provide all pupils with the opportunity to take part in educational visits out of school to enhance the curriculum being taught. Fund used for disadvantaged families who are unable to pay in full .	Pupils will be inspired and excited by new learning and visits will enhance their educational experience. Pupil's will relate more easily to new learning as a result of visits out. Pupil's will enjoy sharing learning experiences together and develop a sense of team work and collaboration.	The HT is the educational visits co- ordinator and will ensure the fund is carefully allocated for the benefit of disadvantaged pupils.	Pupil participate in a wide variety of experiences to enhance learning
Subsidise the after school and breakfast clubs	£500	Continued and adapted	Any pupils may attend breakfast club from 7.45 am and after school club from 3.15 pm until 5 pm. There is a small charge for this service.	Pupils will benefit from a healthy and positive start to the day. Pupils will be cared for on site and supported in after school activities. Pupil will benefit from support for homework.	AMB will monitor this provision by drop in visits and meeting with the lead staff. Talking to pupils and parents. A continued focus on improving the service is in place.eg film club, i pads.	Pupils holistic needs are well met and pupils are ready to learn
Lexia online spelling programme intervention	£1000 contribution	developed	pupils who require support with spelling are engaged in an electronic programme to support spelling. Target current year 5/6.	increase pupils ability to learn common spelling patterns and apply these to their written work.	JB will monitor pupils achievement in this programme.	Writing improves as pupils are more adventurous in their choice of words.
BRP delivery intervention	£3,000 contribution	Developed role	Pupils identified with gaps in reading skill are supported through a regular, systematic reading programme.	Pupil's are able to read with greater fluency, accuracy and understanding. Pupils can retrieve information from the texts and use this to explain their views.	JB will monitor the impact of this initiative.	Pupils enjoy reading and are fluent and confident and enjoy books
Counselling support intervention for D pupils with social and emotional needs	Contribution £1000	developed	Pupils are supported to receive therapeutic intervention to enable them to gain fully from the school experience	Pupils can apply themselves to their learning and achieve well. Parents are supported to help their children.	JB/KM monitor intervention impact. LW sends termly report.	Pupils develop coping strategies and resilience which enables them to access learning.

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Staff CPD to support T&L of D	Contribution £1000	developed	Staff CPD on meeting the specific needs of disadvantaged pupils. Staff CPD on supporting pupils to write (talk for writing)	Pupils are happy and learn well in school and are supported to learn at home. Staff can meet pupils needs. Disadvantaged pupils have a bank of knowledge to draw upon for writing.	JB monitor impact of needs training. TC monitor impact of talk for writing training.	Pupils needs are well met by experienced practitioners
Staff CPD to ensure T&L in class is high quality and there is less need for intervention	Contribution £2000	new	Support for pupils to remain in class and receive high quality T&L so not requiring intervention programmes	Pupils remain in class and learn at the same pace as their peers	AMB/JB monitoring through drop in and lesson observations	T&L meets the needs of all pupils and they make at least good progress from their starting points.
uniform and personal needs fund/ emergencies/ needs for D	Contribution 1,000	developed	Pupil with a specific genuine need are provided for. Crisis event.	All pupils are treated with dignity and respect and have school uniform and PE kit, other items such as footwear and coats.	AMB will monitor the expenditure of this fund with the chair of governing body. CB governor/ JB pastoral lead	Pupils have a sense of belonging and being the same as their peers.
Specific learning resources for D	5,000	developed	Pupils with a need for equipment to support their learning receive appropriate support	Pupils with learning needs make good progress from their starting points	AMB/JB monitor and report to STAC TW governor	Pupils learning needs are well met.
Supporting D pupils to high level including forest schools	5,000	New	HAPS are supported to learn well and achieve highly Forest schools	HAPs have their learning needs met and achieve beyond secure for their year in R, W, SPAG, M	AMB/JB monitor and report to STAC TW governor	Pupils fulfil their potential
Support contingency for outward bound activity	2,000	new	Support for D pupils to engage in outward bound activity	D pupils have the opportunity to engage in high quality outward bound activity throughout the year and develop a wide range of skills	DS/AMB monitor MG governor	Pupils engage with their peers and develop social skills as well as team work and resilience

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Support for pupils to attend ASC sports	2,000	new	Support for D pupils to engage fully in the life of the school	Pupils engage in the full life of the school, develop sporting skill which impacts on academic learning	DS/AMB monitor MG governor	Pupils enjoy activities and build relationships and develop sporting skills
Contingency	3,363					
Total costs	£121,740					

All TAs work flexibly across the school meeting the needs of PP pupils and others. 27% of salary taken from PP budget.