

Shotton Hall Primary School

Working together to

S H I N E

Successful, Happy, Inspired and Nurtured towards Excellence

Pupil Premium Accountability Report 2019-20

The Pupil Premium is additional funding received by schools for the purposes of raising attainment of disadvantaged pupils of all abilities to reach their potential, and supporting children with parents in the regular armed forces. The pupil premium for 2019-20 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

In 2019-20 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 (Ever 6 FSM)

The school will receive £2,300 funding for every Looked After Child defined in the Children Act 1989 as 'one who is in the care of, or provided with accommodation by an English local authority'. It will also receive £2,300 funding for children who have ceased to be looked after by the local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. This funding is top sliced by £600 per pupil by DCC local authority virtual school service. However, we are able to access the shared services to support this group of pupils.

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
- the reports for parents that schools have to publish online

- The proportion of pupils known to be eligible for free school meals is above the national average at 28% (NA 22.5%). The proportion of pupils known to be eligible for free school meals has been relatively stable over time.

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
2019-20	350	94	27	PLAC x 9= £1700 (£600 LA top sliced) £11,700= 6 pupils for full year And 3 pupils for summer term only	0	£108,540 pupil premium (£1,320 for pupils from reception to year 6) £123,240 including LAC and EYS estimate of £3000. (no service pupils)

CURRENT ATTAINMENT 2018-9 OF DISADVANTAGED PUPILS	School disadvantaged % G- above NA R- below NA	National disadvantaged %	National other % (not disadvantaged)
% disadvantaged pupils achieving GLD	56	56	73%
% disadvantaged pupils achieving expected phonics standard Y1	36	70	81%
% disadvantaged pupils achieving expected phonics standard Y2	0	-	-
KS1 Expected Standard			
KS1 % disadvantaged pupils achieving expected standard + in Reading	73	62	81%
KS1 % disadvantaged pupils achieving expected standard + in Writing	46	55	76%
KS1 % disadvantaged pupils achieving expected standard + in Maths	64	63	81%
KS 1 % disadvantaged pupils achieving expected standard+ in Science	73	69	79%
KS1 % disadvantaged pupils RWM combined TEACHER ASSESSMENT	46	-	76%
KS1 High Standard			
KS1 % disadvantaged pupils achieving high standard in Reading	0	14	29
KS1 % disadvantaged pupils achieving high standard in Writing	0	8	18
KS1 % disadvantaged pupils achieving high standard in Maths	0	12	25
KS2 Expected Standard			
KS2 % disadvantaged pupils achieving scaled score of at least 100 + in Reading	73	62	75%
KS2 % disadvantaged pupils achieving scaled score of at least 100 + in Writing	64	68	78%
KS2 % disadvantaged pupils achieving scaled score of at least 100 + in SPAG	73	68	78%
KS2 % disadvantaged pupils achieving scaled score of at least 100 + in Maths	73	68	76%
KS2 disadvantaged pupils RWM combined	55	51	64%
KS2 High Standard			
KS 2 % disadvantaged pupils achieving high standard in Reading	8	17	31%
KS 2 % disadvantaged pupils achieving high standard in Writing	8	11	24%
KS 2 % disadvantaged pupils achieving high standard in SPAG	8	24	41%
KS 2 % disadvantaged pupils achieving high standard in Maths	8	16	31%
KS2 % disadvantaged pupils RWM combined	8	5	13%

IN SCHOOL BARRIERS
NUMBERS OF PUPILS: 3 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. Class 8 has 35 pupils.
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.
Learning behaviour of a Y6 pupil is causing some disruption to learning for pupils, this is swiftly well managed.
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. This particularly impacts on our youngest pupils.
SELF CARE SKILLS: Some pupils and their families have poor self care skills and have difficulty in taking responsibility for their learning including homework.

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.

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 and support for LAC	1.To work with parents/carers 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 barriers to learning are addressed and all pupils are able to learn well within a class setting. 3.Pupils 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. Daily collaboration with SMT	
Contribution to TA salaries (See list below)	28% of salary £73,224	Continued and developed with greater focus on specific intervention roles	Pupils are targeted for support to close gaps in understanding across all subjects	Pupils access whole class learning and engage in intervention to support learning across the curriculum where needed.	JB will manage and evaluate impact of TA support via pupil progress meetings, feedback from pupils parents and staff, lesson observations and a range of moderation activities.	
Educational visits contribution	£2, 000	continued	Provide all pupils with the opportunity to take part in educational visits out	Pupils will be inspired and excited by new learning and visits will enhance their educational experience.	The HT is the educational visits co-ordinator and will ensure the fund is carefully allocated for the benefit of disadvantaged pupils.	

			of school to enhance the curriculum being taught. Fund used for disadvantaged families who are unable to pay in full .	Pupils will relate more easily to new learning as a result of visits out. Pupils will enjoy sharing learning experiences together and develop a sense of team work and collaboration. Pupils social and emotional welfare will benefit through friendship making and developing respect, love and care for peers.		
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. JB will manage staffing levels. Talking to pupils and parents. A continued focus on improving the service is in place.eg film club, i pads.	
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 reading and written work.	JB will monitor pupils achievement in this programme.	
BRP delivery intervention	£3,000 salary	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.	
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. Pupils grow emotionally and learn how to interact positively with others. Pupils learn how to manage negative thoughts and feelings. Pupils learn how to cope with issues both in and outside of the classroom. Parents are supported to help their children.	JB/KM monitor intervention impact. LW sends termly report.	
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.	
Staff CPD to ensure T&L in class is high	Contribution £2000	developed	Support for pupils to remain in class and receive high quality	Pupils remain in class and learn at the same pace as their peers	AMB/JB monitoring through drop in and lesson observations	

quality and there is less need for intervention			T&L so not requiring intervention programmes				
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		
Specific learning resources for D	5,000	Continued	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		
Supporting D pupils to high level including forest schools	5,000	Continued	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		
Support contingency for outward bound activity	2,000	Continued	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		
Support for pupils to attend ASC sports	2,000	Continued	Support for D pupils to engage in sports and healthy lifestyles activities	D pupils have the opportunity to engage in high quality sports activity throughout the year and develop a wide range of skills	DS/AMB monitor MG governor		
Contingency	9,516	Spending to be agreed by SMT throughout year to meet the needs of D pupils as they arise.					
Total costs	113,724						