

Pupil Premium Strategy Statement 2019- 2020



| 1. Summary information | | | | | |
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| School | Shaw Wood Academy | | | | |
| Academic Year | 2019/2020 | Total PP budget | £141,000 | Date of most recent PP Review | September 2019 |
| Total number of pupils | 408 (ex nursery) | Number of pupils eligible for PP | 113 | Date for next internal review of this strategy | Feb 2020 |

| 1. Current attainment – children achieving the expected standard | | |
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| EYFS (3 children PP children) | % PP children attaining expected outcome | % Pupils not eligible for PP attaining expected outcome |
| % achieving expected standard or above in reading | 100% | 70% |
| % achieving expected standard or above in writing | 100% | 67% |
| % achieving expected standard or above in maths | 100% | 78% |
| Year 1 phonics (5 PP children) | % PP children attaining expected outcome | % Pupils not eligible for PP attaining expected outcome |
| | 100% | 86% |
| Year 2 phonics (2 PP children – eligible for the test) | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| | 100% | 33% |
| Attainment for: 2018-2019 (end of KS1) (19 PP children) | % PP children attaining expected outcome (National) | % Pupils not eligible for PP attaining expected outcome (National) |
| % achieving expected standard or above in reading, writing and maths | 26% (50%) | 64% (69%) |
| % achieving expected standard or above in reading | 47% (62%) | 70% (78%) |
| % achieving expected standard or above in writing | 26% (55%) | 67% (73%) |
| % achieving expected standard or above in maths | 53% (50%) | 73% (79%) |
| Attainment for: 2018-2019 (end of KS2) (29 PP children) | % PP children attaining expected outcome (National) | % Pupils not eligible for PP attaining expected outcome (National) |
| % achieving expected standard or above in reading, writing and maths | 48% (52%) | 74% (71%) |

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| % achieving expected standard or above in reading | 76% (62%) | 97% (78%) |
| % achieving expected standard or above in writing | 66% (68%) | 97% (83%) |
| % achieving expected standard or above in GPS | 72% (68%) | 100% (83%) |
| % achieving expected standard or above in maths | 62% (68%) | 77% (84%) |

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

External Barriers

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| A. | Rising levels of deprivation within the community – 47% of families within the 40-50% most deprived households nationally |
| B. | Complex multiple vulnerabilities 23% of PP children presently access additional services for support (e.g. social care, early help hub, family support workers, parenting courses,) |
| C. | 8 LAC children with significant and complex vulnerability |
| D. | Increasingly low standards of communication skills: both on entry to EYFS and also as a result of high levels of gaming and other IT influences throughout |
| E. | Parental low aspirations and low expectations – 10% of school community being within the most deprived area in England using Education and Skills as a measure. |

Internal Barriers

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| A. | Children join school with poor speech and language - 27% at age related expectations in communication skills on entry to nursery - which can inhibit their ability to progress with reading and writing |
| B. | 27% of SEN children are pupil premium 20% of pupil premium children are classed as SEN support |
| C. | Weaknesses in learning behaviours e.g. lack of independence and resilience – 11% of children working at age related expectations in Physical Development on entry to nursery |
| D. | Social, emotional and behaviour problems affecting wellbeing and progress |
| E. | 23% of PP children have accessed additional services for support (e.g. social care, early help hub, family support workers, parenting courses,) |
| F. | Writing outcomes for PP children in both KS1 and KS2 continue to be below the National average and that of their non PP peers |

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| G. | Reading outcomes for PP children in both KS1 and KS2 are below their non PP peers | |
| Desired outcomes | | |
| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations | Children have an enriched and challenging curriculum which include a range of experiential learning opportunities, which will have a positive impact on attainment and attendance. |
| B. | To ensure that all pupil premium children are emotionally and socially ready to access learning | Children are confident and positive learners, and therefore make good progress (by the end of KS are working within the required standard and have made good progress) |
| C. | For children to express themselves effectively by the time they leave EYFS | For PP children to express themselves effectively and meet the required standard towards the early learning goal |
| D. | Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap) | For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average) |
| E. | Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap) | For PP children to achieve the end of KS1 / KS2 reading expectations (in line with the national average) |
| F. | Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap) | For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average) |

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| A. Planned expenditure | |
| Academic year | 2019-2020 |
| The three headings below enable schools to demonstrate how they are using the 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? |
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| <p>To reduce the attainment gap between PP and non-PP children in writing KS1 gap = - 41% KS2 gap = - 31%</p> <p>To improve the progress scores for PP children in writing at the end of KS2 from 0.15 in 2019</p> | <p>1:1 Coaching conversations</p> <p>Writing linked to challenge curriculum- writing for a purpose and embedding knowledge of the curriculum</p> <p>Embedding cursive script from EYFS and KS1</p> <p>Staff coaching and support to develop skills and</p> | <p>Writing outcomes at the end of KS1 were below the national average.</p> <p>Writing outcomes for KS2 were good but there was a 31% gap between PP and non-PP children</p> <p>High quality feedback and marking is proven to be vital to pupils' attitude towards learning and attainment. Change of previous years feedback policy will embed school systems</p> | <p>Regular book scrutiny</p> <p>Distributed SLT support for writing on a need basis</p> <p>Data analysis</p> <p>Monitoring of coaching conversations by SLT</p> <p>Rigorous monitoring of data, work, observations and pupil voice</p> | PC | Reviewed termly (Nov, Feb and June) |

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| For PP children to attain equal outcomes in reading (based of prior attainment scores) to that of non-PP children. | <p>SDP focus for this year (priority 1)</p> <p>Develop staff knowledge and skills for teaching reading</p> <p>Develop leaders knowledge of monitoring and assessing reading</p> <p>Continue to develop the 'reading school' approach</p> <p>Development of reading reward scheme</p> | <p>End of year data for 2018-2019 in KS2 was very good. 87.7% of children met the expected standard compared to 73% nationally; progress was also good at +4.19.</p> <p>At KS1, 61.5% achieved the expected standard compared to 75% nationally. There is a three year downward trend for KS1 reading outcomes.</p> | <p>See school priority 1 SDP- reading</p> <p>Rigorous monitoring of data, work, observations and pupil voice</p> | LT, EG and RH | Reviewed termly (Nov, Feb and June) |
| <p>For PP children to attain equal outcomes in maths (based of prior attainment scores) to that of non-PP children. Reduce the gap</p> <p>KS1 gap = - 20%</p> <p>KS2 gap = - 15%</p> | <p>SDP focus for this year (priority 2). Aimed at maths problem solving and middle ability children.</p> <p>Develop staff knowledge and skills for teaching problem solving in maths</p> <p>Develop leaders knowledge of monitoring and assessing maths</p> | <p>Maths outcomes at the end of KS1 were slightly below national average</p> <p>Maths has previously been a strength at the end of KS2 but data at the end of 2018-2029 shows a slip in % of children achieving expected.</p> | <p>See school priority 2 SDP-maths</p> <p>Rigorous monitoring of data, work, observations and pupil voice</p> | SM, NM, LS | Reviewed termly (Nov, Feb and June) |
| Improved oracy in EYFS | <p>Enhance provision to improve high quality speaking opportunities with a focus on small world, role play and outdoors.</p> <p>Development of outdoor area and resources for promoting oracy</p> <p>Increased contact and support from agencies to support oracy</p> | <p>Data continues to show that the vast majority of children entering our nursery start below the expected in speaking and in listening.</p> <p>Extensive EYFS training and experience and a broader understanding of how children develop and learn.</p> <p>Extending and varying the range of resources available for the children to use as a stimulus will actively engage all children.</p> | <p>Drop in learning walks focusing on oracy in EYFS</p> <p>Monitoring of data and intervention support</p> | AH | Reviewed termly (Nov, Feb and June) |

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| | | Training and enabling staff members to facilitate the development of language within EYFS will improve speech and language outcomes. | | | |
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Total budgeted cost

- TA spend - £286,931
 - Outdoor equipment - £2,500
- Total- £289,431

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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? |
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| For all PP children to make good progress in writing, and to be in line with the other children (non-PP) | <p>In addition to lessons, small writing intervention</p> <p>After school writing intervention for year 2 and year 6.</p> <p>1:1 tuition after school for LAC</p> <p>1:1 coaching conversations</p> | <p>Writing outcomes at the end of KS1 were below the national average.</p> <p>Writing outcomes for KS2 were good but there was a 31% gap between PP and non-PP children this was spelling and handwriting.</p> <p>Small group interventions with qualified staff are shown to be effective, if planned well and differentiated to the correct level. Work needs to link directly with topics and in class daily foci.</p> <p>Coaching conversations link to research on metacognition and self-regulation, proven to have worked in previous years.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p> | <p>Regular book scrutiny</p> <p>Data analysis</p> <p>Provision maps, updated regularly and monitored by SLT</p> <p>Drop in observations to check on the quality of TA writing intervention</p> | SLT | Reviewed termly (Nov, Feb and June) |

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| <p>For all PP children to make good progress in reading, so outcomes are in-line with the other children</p> | <p>Data based reading intervention (including Rapid Reading)</p> <p>Daily readers In Y1</p> <p>1:1 tuition after school for LAC</p> | <p>End of year data for 2018-2019 in KS2 was very good. 87.7% of children met the expected standard compared to 73% nationally; progress was also good at +4.19.</p> <p>At KS1, 61.5% achieved the expected standard compared to 75% nationally. There is a three year downward trend for KS1 reading outcomes.</p> <p>Small group interventions with qualified staff are shown to be effective, if planned well and differentiated to the correct level. Work needs to link directly with topics and in class daily foci.</p> <p>Children who have received Rapid reading intervention at least 3 times a week over the year make accelerated progress, particularly the SEN children. It improved fluency, decoding and understanding.</p> | <p>Regular book scrutiny</p> <p>Data analysis</p> <p>Provision maps, updated regularly and monitored by SLT</p> <p>Drop in observations to check on the quality of TA intervention</p> <p>Teaching and learning meetings and staff development, with a focus on reading</p> | <p>LT</p> | <p>Reviewed termly (Nov, Feb and June)</p> |
| <p>For PP children to express themselves effectively by the time they leave EYFS</p> | <p>Trained and experienced speech and language TA, delivering 1:1 programmes and talk boost or Lego language development with small groups. Liaising with EYFS staff linking to oracy work within the classrooms.</p> | <p>TA liaises effectively with speech and language therapists, with excellent outcomes based on achieving targets (see SLT targets and reviews)</p> <p>Talk boost is a proven language intervention tool, used to support confidence, discussion and language knowledge.</p> <p><i>“There is good evidence that children’s early speech, language and communication skills are powerful predictors of later life chances.”</i> EEF</p> | <p>EYFS data analysis</p> <p>Drop in monitoring sessions on interventions and class oracy</p> <p>Monitoring of provision maps and timetables</p> <p>Observation of specialist TA and regular meetings</p> | <p>AH and LT</p> | <p>Reviewed termly (Nov, Feb and June)</p> |
| <p>Total budgeted cost</p> <ul style="list-style-type: none"> • LAC 1:1 tuition £4,200 • TA support for Speech and language- £14,890.35 • Total £19,090.35 | | | | | |

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? |
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| To improve attendance for PP children so it is above 96% | <p>Employed Pastoral manager, where one day a week she will be focused on school attendance, liaising with EWO and meeting with parents.</p> <p>PP reward voucher scheme</p> | We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. | <p>Monitored by MR</p> <p>Attendance figures closely monitored</p> | MR | Reviewed half termly (Oct, Jan, March, May, July) |
| To improve experiences for the children that are outside that of their normal daily life, enabling them to have higher aspirations and expectations. | <p>A wide range of after school clubs, school trips and residential visits throughout school (at least 2 per year).</p> <p>Outside educational visitors in school e.g. Planetarium, Sam Safari, Dinosaurs and fossil, Shakespeare company and theatre performers.</p> <p>Topics are varied and exciting.</p> <p>Continued development of challenge curriculum throughout school. Curriculum aims to excite children and support their learning through 'real life' learning experiences</p> <p>Challenge coach in position from June 2017, supporting small groups to develop socially and learning behaviours (e.g. resilience) <i>50% funded through PP</i></p> | <p>Children are given opportunities to see what is beyond their normal experience, which should enable them to aspire to do well in school and have aspirations for the future.</p> <p>After a successful 2-year programme introducing the challenge curriculum, school will continue to develop and embed the challenge ethos into daily planning and learning. Children's learning embedded, as they are able to put their learning into practice.</p> | <p>SLT review range of clubs and trips termly, Impact analysis completed linked to attainment.</p> <p>AH leading on curriculum. Monitoring through observation, work scrutiny and pupil voice</p> | <p>SLT</p> <p>AH</p> | Reviewed termly (Nov, Feb and Jun) |

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| <p>To ensure that all pupil premium children are emotionally and socially ready to access learning</p> | <p>Employed a full time pastoral manager</p> <p>Employed a full time behaviour manager</p> <p>Thrive emotional, social and behavioural support programme</p> <p>1:1 mentoring from Worth Ltd</p> | <p>Thrive shows impact through measurable outcomes, and has supports a child so they are ready to learn.</p> <p>www.thethriveapproach.com</p> <p>Government document November 2015: 'Knowledge and skills statements for practice leaders and practice supervisors.'</p> | <p>PM for pastoral team</p> <p>Vulnerable children meetings</p> <p>Review impact of pastoral support on attainment</p> <p>Data analysis</p> | <p>SLT</p> | |
| <p>Total budgeted cost</p> <ul style="list-style-type: none"> • Reward voucher scheme- £1,500 • Attendance teams and prizes- £700 • Clubs and trips- £4,400 • Challenge coach-£4,400 • Pastoral team salary- £57,387 • Thrive room and resources- £200 • Total- £68,987 | | | | | |