

New Wave Federation Pupil Premium Strategy Statement

Summary information					
School	Shacklewell Primary School				
Academic Year	2016-2017	Total PP budget	£264,000	Date of most recent PP Review	July 2016
Total number of pupils	478	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Jan 2017

Current Attainment		
KS2 2016 Data	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing and mathematics	82%	
average progress in reading, writing and mathematics		
average scaled score in reading and maths	105	

% achieving a high level of attainment in reading, writing and mathematics	7%	
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In-School Barriers

A.	<i>Language Acquisition: 61% of those who identified as Pupil Premium are also EAL. The curriculum we provide must be focused around the accurate, effective and timely acquisition of language. The pedagogy of the teachers must showcase best practice for those children with multi language capabilities. Almost 50% of the children in Reception(27) are catergorised as EAL.</i>
B.	<i>Low Attendance: 49% of those identified as eligible for PPG have an attendance that is less than 95% which has a direct impact on their attainment and progress. As a group these children have received 810 less days of education than their peers.</i>
C	<i>Low Aspirations to include Social Emotional and Mental Health: The children who are identified as pupil premium at Shacklewell are not from families which promote high aspirations in academic achievement. The children who come from these backgrounds come from families with either no parent working or parents working on very low income. As a school we have to address the needs of of both the parents and the children.</i>
D	<i>Universal Free School Meals: Low numbers of parents are applying for FSM due to Universal Free School Meals Reception, Year 1 and Year 2- Accordingly, children who would be PP are not identified and therefore the school receives less Pupil Premium funding</i>

External Barriers

A	<i>Life Experiences- children have less access because of cultural separation, language deprivation and financial constraints, to experiences which would otherwise enrich their language, knowledge and imagination.</i>	
Desired Outcomes		Success criteria
A.	<i>To further develop an enriching environment at school which promotes high aspirations, sense of belonging and academic understanding for all children.</i>	<ul style="list-style-type: none"> - <i>All children access external provision to broaden their horizons, academically, socially and individually.</i> - <i>The learning mentor and extended schools coordinator develop a programme of activities to focus on raising the attainment and aspirations of key groups of children, including those whose attendance is below national standards.</i> - <i>Children who identify as PP achieve not just in-line with national and local averages at the expected standard but exceed them.</i>
B.	<i>To ensure parents become increasingly influential in their children's education and support the school to promote aspirational goals for them.</i>	<ul style="list-style-type: none"> - <i>Parents have an increased participation in parental workshops, sharing assemblies and curriculum days.</i> - <i>Recorded cases Safeguarding are signposted correctly ensuring all follow up referral are carried out efficiently. Those in receipt of support are satisfied with the level of support and accuracy.</i> - <i>Parent language classes are promoted robustly and attendance is monitored and specific families are invited to attend.</i>

	<ul style="list-style-type: none"> - <i>The work of the Parent Council and Parent's Association is robustly tied to the school's aims. They both target families to become involved, to build the sense of community and shared participation in their children's success.</i> - <i>Families are encouraged and supported to apply for the PPG and the significance to their children's learning explained.</i> -
<p>C. <i>To continue to lose the achievement gap: Children who are pupil premium at Shacklewell do not achieve in line with their peers, when it comes to working at greater depth at the end of either Key Stage.</i></p>	<ul style="list-style-type: none"> - <i>Design specific interventions which target children who are not on track to achieve greater depth.</i> - <i>Identify the children who are "coasting" and who require a further academic boost through homework, enrichment activities, tailored interventions or by building a stronger relationship with their parents to support learning.</i> - <i>Robustly monitoring of the progress of the children who are not achieving as they should will allow quick and appropriate actions to improve their attainment.</i> - <i>Provide CPD for teachers to tackle the range of needs that are pupil premium children have, most notably EAL and SEN.</i> - <i>Children who identify as PP achieve not just in-line with national and local averages at the greater depth, but exceed them.</i>

Planned Expenditure**Academic Year**

2016-2017

1. 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?
To embed digital learning into all areas of the curriculum including the deployment of 1-1 iPads in Year 5	1-1 iPads deployed in Year 5 Apple Distinguished Educator and Specialist Computing Leads and consultants support teachers to integrate and embed digital learning across all areas of the	According to research conducted by the EEF and Sutton Trust, studies consistently find that digital technology is associated with learning gains. To target a key cohort for PP we decided to revolutionise the way lessons were being delivered and recorded. Our aim is that they become self sufficient learners with the requisite skills for the increasingly digital world.	Staff training which includes tailored one to one sessions, demonstration lessons from Apple distinguished educators and CAS certified teachers. In addition the teachers will be mentored by a senior member of the school team to develop their confidence. There will also be a systematic approach to monitoring of both the teachers delivery and the children's outcomes.	NR/RMcG	Termly

	<p>curriculum.</p> <p>Ongoing CPD for computing</p>				
<p>To raise the attainment of reading across the school so that a higher percentage are meeting the expected standard.</p>	<p>Children from Reception to Y2 will be placed into small Daily Supported Reading groups of no more than 6 children. Children in KS2 reading below age expectation will also receive Daily</p>	<p>Over the academic year 2015-2016, DSR groups and KS2 DSR intervention groups were tracked for their impact. The impact of these sessions was hugely positive over this period for all children including those with PP. It is hoped that earlier grouping for EYFS (based on higher baseline assessments) and experienced staff delivering the sessions will increase the % of</p>	<p>Staff training which will include model sessions, with regular support from the Reading Leader. Regular observations and Learning Walks will ensure that it is implemented well. Children will be regrouped each half term to ensure progress is made.</p>	<p>MC NR ML</p>	<p>Half termly</p>

	Supported Reading and comprehension Sessions.	children including those who are PP reaching or surpassing age expected levels in reading.			
To ensure all children are aware of the next steps in their learning so that they can make accelerated progress.	Sustained professional development to improve practitioners feedback to pupils.	The EEF reports that feedback studies tend to show very high effects on all types of learning across all age groups. Research suggests that an improvement of about four months is possible when feedback approaches are supported with professional development. CPD focussed on feedback and marking is essential throughout the year to ensure that all children including those who are PP make progress.	Whole school, phase group and individual staff training focused on feedback and marking. Marking surgeries for the various subjects with the support of each subject Leader. Regular observations and Learning Walks will ensure that it approaches to feedback and marking are implemented well.	NR RMcG- Maths AD- EYFS RG- IPC MC- RWI AW- SEND SMR- PSHE/RE OH- Art/DT HS- Science ML- English	Weekly
To improve the vocabulary and language development for all EYFS pupils.	Improve EYFS outdoor environment by setting up engaging and language rich learning opportunities.	There is a large proportion of pupils with EAL. On entry data in Nursery and Reception shows that there is a significant gap between boys and girls and pupils with EAL compared to those without in Communication and Language. Communication and	EYFS Lead to model to staff the design and setup of high quality outdoor areas. Lead to plan, regularly observe and monitor learning environments to ensure effectiveness of implementation.	AD/AW	Termly

	label and highlight key vocabulary associated with current learning themes.	Language is a prime area. For pupils who do not meet age expectations in Communication and Language, there is an increased risk that they will also not reach age expectations across all other areas of learning.	Termly subject leader reports and monitoring		
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Total budgeted cost

2. 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?
To ensure a higher percentage of PP children achieve the greater depth level in reading, writing and maths across the school from EYFS to Year 6.	Small group interventions such as Daily Supported Reading and Booster Classes with an experienced practitioner to accelerate learning.	'Disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.' (Sutton Trust, July 2015)	Staff training which will include model sessions, with regular support from the Reading Leader. Regular observations and Learning Walks will ensure that it is implemented well and a systematic review of the process.	SLT	Half termly

Families who are PP receive early support and intervention	2 Year Old Provision open exclusively to families from disadvantaged backgrounds, the majority of whom are Pupil Premium. Children attend the 2 year Old Provision are prioritised for Nursery places.	According to research, on average early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families (EEF). Shacklewell’s 2 Year Old Provision is currently exclusively offered to families from disadvantaged backgrounds, the majority of whom are PP.	Continue to work closely with external agencies such as Hackney Learning Trust and Children’s Centres to raise awareness of the 2 Year Old Provision. Ongoing workshops, coffee mornings, launchpad for language meetings and stay and play sessions. Tracking pupil progress in the 2 Year Old Provision and as they move through the school	AD/AW CT	Half termly
To ensure a higher percentage of Y6 pupils who are PP achieve the greater depth levels in the SATs examinations	Y6 Booster clubs and classes targeted at PP children working inline with or above age expected levels	‘Disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.’ (Sutton Trust,	Analysis of assessment information. Action planning to close the gap between children who are PP and those who are not. regular meetings between class teacher sand senior leaders Monitoring and tracking of interventions and boosters.	SLT Classteachers	Half termly

		July 2015)			
Families who are PP receive advice and effective support related to their child's learning.	Parents of children who are PP receive support through targeted workshops and 1-1 sessions with Senior Leaders and class teachers	Activities that involve parents in supporting their child's learning can be effective providing there is sufficient monitoring and evaluation in place. (Suffolk Learning, 2014-2015). Workshops are planned and designed with key 'hard to reach' groups in mind including fathers and those who with EAL and/or PP to equip them with strategies to support their children to make accelerated progress.	Reminders of workshops for all parents and targeted groups SLT to plan and design workshops that will appeal to key 'hard to reach' groups. SLT to identify external professionals to support planned workshops and sessions such as Educational Psychology and Speech and Language Therapists.	SLT Class teachers	
To increase the proportion of children in receipt of the PPG reading for pleasure.	Purchasing of books that focus on the Zone of Proximal development tailored to meet the needs to the children.	A large proportion of the children in receipt of the PPG at Shacklewell are boys. Studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark	Staff training on the use of the programme Accelerated Reader. Monitoring of the use of the program by the children and pupil voice.	SLT	Every 8 weeks

		and Douglas 2011).The provision of engaging texts will enhance opportunities to read for pleasure, thus enhancing their reading ability to reach and surpass age expected outcomes.			
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Total budgeted cost

3. 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?
Children who are PP are able to access all learning opportunities including school trips and visits such as museums, theatres and exhibitions and	School visits are subsidised for children who are PP Children who are PP are selected to participate in a wide range of	Children who are PP tend to have limited exposure to cultural, sporting and educational opportunities outside of school relative to their peers. Shacklewell seeks to remove this barrier and to aid social mobility for children who are PP.	Class trips and/or visitors to be arranged at least one per half term.	BD SLT Classteachers	Half termly

also sporting and competitive events.	visits, trips and competitions.				
To support families who are PP to access funding for FSM and other benefits	<p>Administrative support for families looking to claim FSM in order to identify them as PP.</p> <p>Signposting support that is available from other agencies and professionals.</p> <p>Subsidised school uniform for children who are PP</p>	<p>The EEF notes that if schools are reliant on individual parents to apply for free school meals for their child, this means that schools only receive pupil premium funding for those pupils if their parents have been proactive/understand the implications of the support. Shacklewell are committed to supporting families who are PP and as such, offer confidential advice and signposting for those looking to claim FSM and other benefits.</p>	<p>Monitoring of admission process to ensure that families new to Shacklewell who are PP are provided with additional support and advice for claiming FSM and other benefits.</p> <p>SIMS monitoring to cross check families who are PP with those claiming FSM.</p>	<p>SLT CT/BM</p>	<p>For each child admission</p> <p>SLT</p>
Children attend school on time and ready to learn	<p>Subsidise Breakfast club places</p> <p>Motiv incentive and reward attendance</p>	<p>‘Extended schools...help create the conditions under which learning approaches can work’. (Suffolk Learning, 2014-2015). Children who are PP are encourage to attend Breakfast</p>	<p>Monitor uptake of BC each term</p> <p>Liaise with attendance officer to identify children who are consistently late to school.</p> <p>Regular reminders to parents</p>	<p>SLT EK</p>	<p>Termly</p>

	scheme	Club to ensure they have a healthy and settled start to their day. This also provides an opportunity for staff to provide emotional and/or educational support for the children.	Family support worker to liaise with families to ensure children attend school on time		
Children and families continue to access support after the end of the school day.	Subsidise After School Clubs for children who are PP Signpost extended provision e.g. Bathhouse	Research findings indicate that children who participate in ASC programmes score higher on measures of academic achievement. There is evidence that there are wider benefits for low income students in terms of behaviour and relationships with peers (Sutton Trust, July 2015). Shacklewell has an extensive programme of ASC activities including arts, educational and sporting options. We also have strong links with other provisions that are signposted to families. Parents are able to attend to their own well-being, education or work.	Extended schools and community leader to liaise with families and encourage their participation in ASC programmes. Monitor uptake of ASC each term- noting activities that are popular/less popular for PP children. Liaise with parent council and analyse feedback from parents about ASC opportunities.	BD SLT	Termly

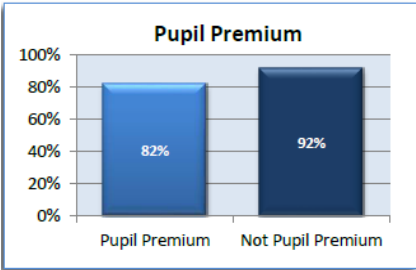
Total budgeted cost

Review of Expenditure

Previous Academic Year

2015-2016

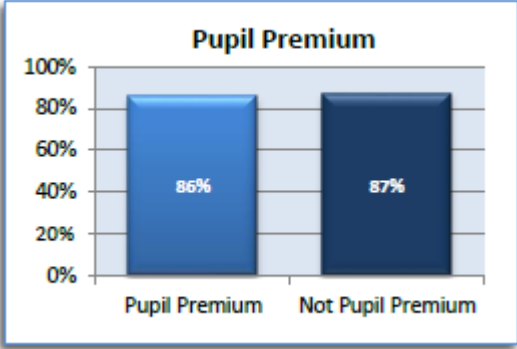
1. Quality of Teaching for All

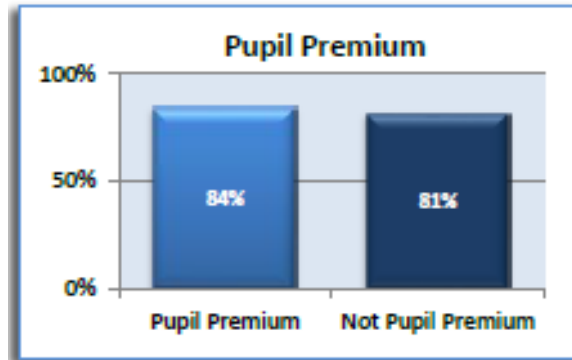
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>To Improve the vocabulary and language development for all EYFS pupils.</p> <p>To identify any speech and language concerns in Reception pupils.</p> <p>To ensure that Read Write Inc is having a greater impact on Reception and KS1 pupils</p>	<p>Improve EYFS indoor and outdoor areas by labeling and highlighting key vocabulary associated with current learning themes.</p> <p>Introduce LaunchPad for all Reception pupils</p> <p>Bespoke and Regular CPD for all staff teaching Read Write Inc</p>	<p>Pupils engaged with their learning environments, visual impact which enhances language opportunities.</p> <p>Better planning and teaching of RWI and use of resources. 90% of pupils achieved the Phonics screening check and schools result and the gap between the</p>  <p>PP and NON PP continues to narrow.</p>	<p>The need to review all learning areas regularly and monitor progress for key individuals</p> <p>Issues identified can be tackled-Pupils receiving additional support progress is tracked and monitored.</p>	<p>£20,000</p> <p>£32,000</p>

<p>To Improve Quality First Teaching for all pupils and this is modelled and reinforced at all times by SLT</p> <p>To Improve the punctuality and attendance of all pupils</p>	<p>Create smaller class in KS2</p>	<p>The improved pupil teacher ratio helped to ensure that 88% of all pupils achieved expected standard in Reading Writing and Maths. and the end of KS2</p> <p>Weekly achievement assembly praising and rewarding attendance rates</p>	<p>Continue to monitor class sizes to ensure optimum delivery during lessons. Continue to supplement the teaching staff from the Pupil Premium budget as well as looking at delivering high quality CPD to increase pupils progress.</p>	
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2. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>To ensure that Pupil Premium pupils achieved expected and more than expected standard in Reading</p>	<p>Additional adults to deliver Daily Supported Reading and Comprehension for children identified as needed further support with</p>	<p>The additional staff members are providing excellent standard of provision 2016 data shows that the Reading attainment gap between the keep group is narrowing .</p> <p>Staff are well trained to observe and record key information about pupils learning needs</p> <p>82% of PP pupils passed the Phonics Screening Check is now above national</p>	<p>Early identification of pupils who are struggling to achieve expected standard in Reading is the key to offer targeted support from well experienced leaders.</p> <p>Utilising existing Read Write Inc materials benefits younger pupils. Daily Phonics Meetings and bespoke 1:1 tutoring ensures children make expected progress.</p>	<p>69,000</p>

<p>To provide effective Intervention programme in Reading, Writing and Maths to focus on disadvantaged pupils</p>	<p>association.</p> <p>Use assessment Information to effectively identify gaps.</p> <p>Small Group monitored intervention programmes in Reading Writing and MATHs for pupils in Year 2- Year 6</p>	 <p>Gaps in Learning are being addressed. Pupils are aware of their targets and seek to improve their own learning using a range of resources.</p> <p>KS2 disadvantaged pupils performed equally as well as their peers in Reading, Writing and Maths and are well above Expected standard.</p>	<p>Quality intervention delivered by experienced staff and careful analysis of assessment information is fundamental to achievement and progress.</p>	<p>£85000</p>
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The levels of more than expected standard for disadvantaged pupils was inline or above national scores in Reading Writing and Maths.

3. Other Approaches

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
To provide curriculum enrichment activities to enhance the experiences and opportunities for all	Initiate and set up a wide range of curriculum enrichment activities including, Debate Mate, Starfeet	Survey showed that 98% of children love attending school because of enrichment activities provided. Pupils receive medals, trophies and certificates through such activities. This contributes to the growing confidence of	The enhanced curriculum activities we provide have enormous knock on impact of pupils as well as adding significantly to the curriculum depth and breadth	£10000

pupils.	Academy.	children and self esteem.		
To ensure pupils have access to educational trips and tuition.	Provide funds to support school trips and specialised tuition.	Vulnerable Pupil Premium pupils were able to access trips. This has allowed the Pupil Premium Pupils to grow in confidence.	To ensure all pupils have access to and benefit from a range of educational experiences in school.	£20000
To ensure all pupils have access to school uniform to raise self esteem and confidence	Provide uniform and subsidise costs to all families	All children wear the correct school uniform to school encouraging school and community cohesion and develop a sense of belonging for all pupils	By reducing the costs and enabling access for all pupils the ethos and culture in the school increases.	