



Shincliffe CE Primary School Pupil Premium Strategy Statement

1. Summary information

Academic Year	2019-2020	Total PP budget	£16080	Date of most recent PP Review	September 2020
Total number of pupils	204	Number of pupils eligible for PP	13	Date for next PP Strategy Review	NA

2. Current Attainment

	Pupils eligible for PP (Shincliffe School – all pupils)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	2020 Outcomes: No OUTCOMES REPORTED DUE TO COVID-19 SCHOOL CLOSURES	
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment for pupils eligible for Pupil Premium

In-school barriers	
A	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading and writing.
B	`Greater depth` outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading, writing and maths.
C	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.
External barriers	
D	Social and emotional difficulties impact on the progress of certain PP pupils

4. Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	To raise attainment in reading and writing.	Children meet at least age-related expectations.
B	To raise `greater depth` outcomes for some children in reading, writing and maths.	A greater number of children achieve `greater depth` outcomes in reading, writing and maths.
C	Children are more confident, resilient and work with greater independence.	Monitoring processes show that children are more able to work without support.
D	Fewer recorded incidents linked to social and emotional behaviour.	Over time few incidents recorded.

5. Planned expenditure

i. Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Durham Resilience Project Audits used to improve resilience and independence across the school.	Staff training and development in identifying strategies to improve resilience, confidence and independence. THRIVE Entry and exit data audit used to determine effectiveness over time.	We want to continue to invest some of the PP in longer term change which will help all pupils. The Durham Resilience Project will support and maintain a positive attitude to learning. The EEF Toolkit suggests targeted interventions for those with emotional issues (affecting confidence and resilience) can be effective.	Course selected using evidence of effectiveness. Planning and workbook scrutiny Peer coaching after training to embed learning. Lead teacher to support colleagues in implementation of approaches.	PP Champion THRIVE champion Head Teacher	January REVIEW: Strategies to promote resilience continue to be embedded across the school. The ability for children to work independently is being monitored. Children requiring emotional support have been identified and participate in weekly sessions.
To further raise standards in reading and writing	Embed agreed approaches for quality teaching and feedback across the curriculum. Staff training.	Quality-first teaching delivers well-matched, deep and enriching activities for teaching across the curriculum. The EEF Toolkit suggests that specific, accurate and clear feedback, both written and oral, has a positive impact on improving attainment.	Planning and work book scrutiny. Lead teacher to support colleagues in implementation of approaches. Sustained professional development to review and improve practice.	PP Champion English Lead	January REVIEW: The proportion of PP children on track to meet ARE in reading is 62% and writing is 69%
Total budget cost: £1500					

ii. Targeted support – PP pupils					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for pupils who are not meeting ARE.	Weekly small group sessions in English with experienced teachers, in addition to standard lessons, and maths (Sandwell – structured intervention program).	We want to provide extra support to accelerate progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by maths and English subject lead. Track progress Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	PP Champion English lead Maths lead	January REVIEW: The proportion of PP children on track to meet ARE in writing is 69%, reading is 62% and maths is 69%
Improved progress for more-able pupils in reading, writing and maths.	Weekly small group sessions in maths (Brain Academy) and English with experienced teachers, in addition to standard lessons.	We want to provide additional opportunities to enrich and extend the more-able pupils reading, writing and maths and accelerate progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.	High quality training for TAs with maths and English subject leader acting as mentor and quality assurance. Impact overseen by maths and English subject lead.	PP Champion English lead Maths lead	January REVIEW: PP children participate in enrichment sessions each week.
Total budget cost: £12080					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved social and emotional behaviour.	Implement Social interventions for identified students. . `Emotional Intelligence Program` . `Nurture Program` . THRIVE With appropriately trained and experienced teachers.	The EEF Toolkit suggests targeted interventions matched to specific students with particular needs or social, emotional and behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Discuss intentions with parents before implementation. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	PP Champion THRIVE lead	January REVIEW: Children needing social intervention have been part of a social skills group. Behaviour logs show there have been no reported incidents emerging from play and lunchtime.
Total budget cost: £2500					

Impact Statement- September 2020

As a result of the Covid-19 school closures effective from March 20th 2020 the full impact of Pupil Premium spend cannot be evaluated for the full year. Until that point internal teacher assessments indicated that the majority of children were making good progress towards their outcomes from starting points. When progress was less than good this was highlighted in pupil progress meetings and further interventions planned and delivered. In the summer term 2020 a significant emphasis was placed on the social and emotional well-being of pupils and families. Regular welfare checks were and a comprehensive programme of home learning set for pupils. These allowed staff to support children, both academically and emotionally at this challenging time. Families in receipt of FSM were provided with packed lunches from the school kitchen or FSM food vouchers via the DfE Edenred scheme.