Sheerness West Federation

Rose Street School and West Minster Primary

Pupil Premium Grant Strategy Report: Academic year 2018/19 (Sept-Aug)

Executive Headteacher Mr S Davies	Head of Schools Miss H Brewer	Reviewer Mr N Cates (DHT)	Chair of Governors Mr D Goodwin

1. Summary information					
School	Rose Street **and** West Minster				
Academic Year	2018/2019	**Total PP budget**	*£485,760.00*	**Date of most recent PP Review**	July 2018
Total number of pupils (Yr R – Yr 6)	799	**Number of pupils eligible for PP**	368	**Date for next internal review of this strategy**	April 2019

At Sheerness West Federation we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools have been required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a Federation we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor and review how we are spending the funding to ensure the strategies are having an impact on pupil premium pupil's achievement.

Previous performance of Pupil Premium (PP) pupils – end of KS2

Rose Street KS2	2016			2017			2018		
	All Pupils	PP Pupils	National	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat
% pupils achieving Age Related Expectations (ARE) in Reading	38	35	66	80	72	71	79	77	75
% pupils achieving ARE in Writing	78	70	74	83	78	76	83	71	78
% pupils achieving ARE in Maths	44	40	70	73	61	75	90	82	76

West Minster KS2	2016			2017			2018		
	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat
% pupils achieving ARE in Reading	87	79	66	88	83	72	82	78	75
% pupils achieving ARE in Writing	80	74	74	81	80	76	83	78	78
% pupils achieving ARE in Maths	90	87	70	91	94	75	92	92	76

Previous performance of Pupil Premium Pupils – end of KS1

Rose Street KS1	2016			2017			2018		
	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat
% pupils achieving ARE in Reading	73	62	74	65	57	75	69	59	75
% pupils achieving ARE in Writing	73	62	65	59	57	68	69	59	70
% pupils achieving ARE in Maths	77	69	73	67	62	75	76	67	76

West Minster KS1	2016			2017			2018		
	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat	All Pupils	PP Pupils	Nat
% pupils achieving ARE in Reading	80	62	74	82	81	76	81	77	75
% pupils achieving ARE in Writing	78	67	65	82	81	68	80	77	70
% pupils achieving ARE in Maths	81	71	73	82	77	75	85	80	76

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Low starting points on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils.
B.	Gaps in prior learning due to high mobility
C.	Greater proportion of PP children on SEND & AEN registers
D.	Social, emotional and behavioural barriers to learning.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Low aspirations and expectations. Having an understanding of self achievement and success.
F.	Low attendance and punctuality and persistent absenteeism

3. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	To identify and fill the gaps in prior learning. Gaps are identified and targeted through interventions/QFT	PP pupils make good progress from their starting points.
B.	To raise the percentage of disadvantaged children achieving average and above age -related expectations in all year groups	Diminish the difference between PP and NPP pupils in Reading, Writing and Maths in ARE and AARE
C.	For the children to have high aspirations and prepare for success for all aspects of their future.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best
D.	Increased parental engagement in learning, through the development of the Parent Hubs, open days, stay and play, and other bespoke sessions.	PP parents engage further in school activities and develop the knowledge and understanding of how to support their children

4. Planned expenditure	
Academic year	2018/2019
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/Attainment for All (Universal)

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To ensure effective high-quality everyday personalised teaching for all pupils. *To ensure high levels of pupil involvement and engagement with their learning*	**CPD** 1. Staff training based on Quality First Teaching 2. Bespoke CPD Opportunities	EEF research shows that effective marking and feedback to enable children to know the next steps in their learning and thereby make good progress is a successful approach to develop in schools Teachers having the opportunity to improve their practice is fundamental to ensuring our pupils can achieve their best. Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged. Peer learning and support takes place across the Federation as the staff have many strengths to share and develop good practice in others.	Course selected using evidence of effectiveness. Feedback to staff on courses attended to share good practice and new initiatives Use staff meetings to deliver training. Lessons from training embedded in classroom practice Focus on pupil feedback in books Good practice observations within school staff	FLT	Full review July 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To provide challenges within learning experiences which enable all children to make progress considering their different starting points.	1. Staff training including differentiation and questioning 2. Challenge areas in classrooms to promote further exploration of activities	Data analysis identified a difference between PP pupils achievement compared to NPP pupils It is clearly important that schools enable all children to fulfil their potential, and this is particularly so for disadvantaged pupils. EEF research describes the importance of developing pupils independence and motivation to ensure they take responsibility for their own learning	Data analysis will show decreasing differences Staff training sessions – challenge and questioning Monitoring of Challenge areas Pupil voice The use of questioning session for staff to ensure good practice	FLT Middle leaders Subject leaders	July 2019
To provide a nurturing environment & specific provision for all children, and additional support for pupils who display social and emotional barriers to learning, and strive to ensure they can access the learning curriculum and make substantial progress considering their starting points.	**Federation Nurturing Ethos** **Well-being Team providing:** 1. Class / small group / 1:1 sessions 2. Emotional Literacy Support 3. Lunchtime clubs 4. Lego therapy sessions 5. Social Skills / friendship groups 6. Buddying training 7. Nurture groups 8. Young carers groups 9. Family Support Outreach	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. We recognise that many pupils across the Federation need well – being, additional emotional or nurturing support to enable them to access their learning. We offer a variety of services which will support the individuals identified	Nurture UK training and accreditation for individual staff & Nurture Awareness Training for Teachers completed ELSA accreditation for Inclusion Worker achieved Increased confidence and self esteem Pupils are engaged in their learning and demonstrate increased confidence and self esteem Pupils are more able to access their learning. Termly inclusion logs reviewed Methods to measure social and emotional progress and engagement used (Boxall profiling; SDQ's)	DHT (Inclusion)	Termly July 2019

II. Targeted Support

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To provide additional teacher led interventions for individual children based on their needs to ensure they make progress in Reading, Writing and Maths. *To ensure pupils make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.*	1. Teacher Led interventions where needed	Disadvantaged children have a greater likelihood of under achieving academically. Therefore, through regular monitoring of all disadvantaged children, children will be targeted for work on their reading, writing and maths. This approach is supported by Ofsted (2014) who state that effective schools use 'achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.' (p. 12) The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.	Groups are tracked regularly and assessment information analysed Interventions are regularly reviewed through provision mapping and pupil progress meetings and provide the best support for the individual pupils	FLT MLT	Termly July 2019
To support the development of writing and enable children to become independent writers. *To ensure pupils make at least expected progress considering their starting points in Writing.* *To ensure that pupils letter formation and handwriting is legible and shows progression*	**Writing** 1. Support for Writing using ELS for KS1 2. Handwriting (EYFS/Year 1) through modelling and exposing through all activities before recording 3. Whole school introduction of a Cursive handwriting scheme (Letter Join)	As part of our development plan we are continuing to focus on raising the standard of the teaching of writing across the school which will positively impact on learning and progress. EEF Toolkit – Improving Literacy in KS1 – using pre writing tasks and a focus on oral language skills are especially important for the development of writing.	PPMs; Target Tracker data; subject leader monitoring; FLT monitoring; internal and external moderation		July 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To support the development of writing and enable children to become independent writers.	**Improving Writing Quality Project** 1. To develop strategies to take their pupils beyond scaffolded writing, building confidence and self-assessment skills and providing a structure for pupils to tackle writing challenges across different text types 2. Developing teachers' ideas with planning by having a more creative approach, this in turn will lead to more exciting and stimulating writing ideas and experiences for better outcomes for the pupils.	To use a specialist to support particular year group teachers with the aim to develop writing skills by helping pupils to plan, monitor and evaluate their writing.	Writing progress monitored through samples at the beginning and end of the project Support/training for teachers		July 2019
To support development of Federation speech & language provision, and address high incidence of speech & language needs amongst Federation pupils.	Speech and Language 1. SLA with Speech and Language Therapist 2. Individual S & L sessions with trained specialist S & L TAs 3. Specialist training for TAs in Nursery, Reception and KS1 4. BLAST & Talk Boost groups 5. HOLLA groups	Early intervention for children identified in EYFS with speech, language and communication difficulties. The interventions develop these areas to support the children's learning and work on ensuring that these skills are then implemented in class. Children who are identified as having speech and language difficulties will be supported in overcoming these barriers to their learning.	Key staff training Scheme for Schools (S & L) Accreditation achieved at both schools Timetable of interventions monitored by SENCOs Written termly reports discussed with SENCOs and Inclusion lead Class teacher skills and classroom audits completed Children discharged from speech and language will have improved speech and language skills	Speech & language therapist SENCOs DHT Inclusion	Termly July 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To provide support for Phonics to prepare pupils for the end of year assessments and ensure they meet end of year expectations.	**Small group Phonic (Year R, 1 & 2)** 1. Testing, along with data analysis will identify pupils for smaller group Phonics sessions	EEF toolkit states: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Regular screening checks prior to Summer term to support identification of pupils Analysis of screening checks to identify key gaps in learning	KS1 Leads DHT	Termly July 2019

III. **Other Approaches**

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes. *To track and monitor progress and attainment of PP children across the school.* *To ensure strategy report is competed and funding is allocated and spent effectively to ensure progress.*	**Pupil Premium Strategy** 1. PP Grant Review carried out by Dr. Paul Jones (July 2018) – recommendations considered and implemented 2. Pupil Progress Review Meetings to ensure that early identification for pupils supports their learning and progress 3. Middle Leaders dedicated time to analyse and interpret assessment data and plan actions based on the outcomes 4. Pupil Premium Lead to oversee the strategy report and review spend and impact. 5. Governors have a dedicated PP link and are proactive in ensuring development and progress of disadvantaged pupils	Due to the high proportion of PP children across the Federation, we believe the importance of face to face discussions with class teachers regarding the individual needs of PP pupils along with the data analysis. Class teachers are best placed to identify the needs early on in the academic year and can implement immediate interventions in class to support pupils. Class teachers inputting Target Tracker termly ensures they have a clear understanding of the individual needs of their PP pupils, and they can therefore be supported further in line with their changing strengths and development areas. Governors have an accurate understanding of the quality of provision and outcomes of pp pupils Governors hold leaders to account and challenge underperformance regarding provision and progress of pp pupils	PP lead will provide regular reviews to HT and Governors on the funding allocation and strategy report PP Lead to attend any relevant updates and training based on the PP funding Class teacher will complete class provision maps highlighting PP pupils, which detail the interventions needed and provided and evaluated.	Executive Head Head of Schools DHT (Inclusion)	April and September 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To promote excellent attendance and reduce levels of absence for PP children.	**Attendance Officers** 1. Attendance officers will work with children and families and class teachers to promote high levels of attendance. 2. To provide targeted support to improve attendance with families where there are barriers 3. Provide an incentive scheme for improving attendance 4. Celebration opportunities promoting attendance and the importance of attendance at school 5. Share importance of attendance with parents	Attendance and persistent absence was higher when compared to non-disadvantaged pupils. In order to continue to reduce this for 2018-19, the Attendance officer will work closely with targeted families and other well-being staff on packages of support.	Regular meetings with the Head of Schools and DHT (Inclusion) to identify trends and patterns and next steps Provide incentives for attendance Weekly attendance reports Weekly attendance certificates To provide termly reports Displays in and around the school Attendance action plan developed Attendance and Punctuality Week – challenges, class targets, incentives, rewards. The aim is to provide a positive impact on timekeeping of families, which impacts on learning. Attendance signs displayed around the schools in communal areas for maximum visibility	Attendance Officers FLT	Termly July 2019
To ensure hard to reach families and families disadvantaged by exceptional circumstances, improve their children's attendance; To also enable vulnerable pupils to be fully included in off-site activities	**Federation Minibus** 1. Leasing of minibus 2. Driver & escort	Improving attendance of hard to reach / vulnerable / PP children	Trained drivers	Well-being teams FLT	July 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
Breakfast clubs provide varied and nutritional breakfasts at subsidized rates, and socialisation opportunities	**Breakfast Clubs** *Themed days, eg "around the world" – food from different countries; parent days; taster days; activities linked to communication and social skills; physical exercise activities*	Improving attendance of all vulnerable groups	Provision for all pupils, if needed, to provide breakfast on arrival into school; Monitoring of numbers of PP pupils attending	Club leads	
To provide pastoral support for families and children in a range of ways e.g. clothing, school equipment and resources, parental involvement sessions.	**Pastoral Provision** 1. After school clubs 2. School Uniform provision 3. Family Support (outreach) Worker employed to provide advice and guidance for families in need 4. Parenting Hub to be further developed on the school site allowing us to provide additional resources and support for families	EEF research evidence Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline Funding will continue to support our pupils in a range of ways and contribute to developing the 'whole' child including: • supporting the cost of educational visits and Year 6 residential trip for families unable to make a contribution; • uniform for disadvantaged individuals to enable them to feel part of the school community; • activities in and outside of school where appropriate	Increased confidence in pupils appearance Increased engagement from hard to reach parents (including Dads') Parental feedback from events held in Parent Hubs, eg: coffee mornings; parent & toddler groups; LGBT support groups; EAL support, etc.) Parental involvement in identified training opportunities (eg lego therapy)	Well-being Teams FLT	July 2019

Desired outcome	Chosen action and approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation Review
To provide parents and children with a range of opportunities supporting the school curriculum including visitors, trips and workshops	**Curriculum Enrichment** 1. Homework and other after school clubs 2. Subsidy of trips 3. Visitors and additional curriculum events to motivate, enhance and engage learning	Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits. Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement. We strive to provide our pupils a variety of curriculum enrichment opportunities throughout the year.	"Hook" and "WOW" days to be introduced termly at the start of topics; teachers plan trips around the topics being studied; visitor workshops / assemblies, eg gospel choirs during black history month, Japanese students supporting MFL, arts festival, etc etc.	FLT	July 2019
To provide exciting, direct and relevant learning activities outside the classroom *To improve outcomes for pupils including raising achievement, motivation, personal development and behaviour.*	**Outdoor Learning** 1. Whole school outdoor area development	EEF Research evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF research concludes that outdoor learning opportunities consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Development of a programme of learning to support in Year 1 year to develop learning outside the curriculum.	FLT Subject leads EYFS	July 2019