

Pupil Premium Strategy Statement

Summary information					
School	Sharlston Community School				
Academic Year	2019/20	Total PP budget	£93,900	Date of most recent PP Review	June 2019
Total number of pupils	288	Number of pupils eligible for PP for this budget	73	Date for next internal review of this strategy	Dec 2019

School context

Sharlston Community School is based in Sharlston village, a small, ex-mining community, near the city of Wakefield. The school serves a mixed catchment area and is an average sized primary school which, although not yet full in every year group, has a growing number on roll. The proportion of pupils known to be eligible for support through pupil premium is roughly average, although this fluctuates in year groups across the school. Most pupils are White British and live in the immediate area. Although the proportion of pupils from minority ethnic groups is lower than that found nationally, it is increasing each year. There is a smaller than average proportion of girls than that seen nationally. Over the last two years there has been a growing number of pupils identified with special educational needs, particularly in EYFS and KS1. There is a higher proportion of SEND and low prior attainment within the Pupil Premium group, than within the group of pupils not in receipt of Pupil Premium. Although improving due to rigorous work by school, attendance continues to be an issue with Pupil Premium families.

The school was judged to be 'good' at the last inspection (April 2019) and continues to evaluate and adapt to ensure good and outstanding achievement remains a key priority.

Current in school data Autumn 2019

- Boys/Girls: 54%/46% - EYFS is very boy heavy.
- Pupil Premium: 26% 76/288 pupils consisting of 65 PP, 5 LAC, 4 Post LAC and 2 Service pupils **CURRENT YEAR 6 COHORT 39% DISADVANTAGED**
- Pupils currently in school identified with SEND: 22% inc 9 pupils with EHCP Pupils from ethnic groups: 9%

The school has a IDACI deprivation indicator of 0.24 which is in line with the Wakefield Local Authority figure, and is ranked 64th out of 114 primary schools in the LA.

Current in school data identifies Year 3 PP girls MATHS as a particular focus for monitoring and intervention
 Year 1 PP boys ENGLISH (S+L)
 Year 5 PP WRITING

Current attainment EYFS					
Total number of pupils	44	Number of pupils eligible for PP	2/44	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD				50%	tbc 28 Nov
% achieving all learning goals				50%	%
% achieving all prime areas of learning				50%	%
% achieving all specific areas of learning				50%	%

Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	38	Number of pupils eligible for PP	9/38	78%	85% gap -7%
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	38	Number of pupils eligible for PP	10/38	100%	94%

Current attainment KS1					
Total number of pupils	38	Number of pupils eligible for PP	11/38	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				40%	%
Progress score in reading				70%	79% gap -9%
Progress score in writing				50%	74% gap -24%
Progress score in maths				60%	80% gap -20%

Current attainment KS2					
Total number of pupils	28	Number of pupils eligible for PP	8	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				75%	70%
Progress score in reading				-0.6	0.3 gap -0.9
Progress score in writing				+0.3	0.2 gap +0.11
Progress score in maths				-2.2	0.3 gap -2.5

Quality First Teaching (*Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching*)

Rationale: EEF research (The Attainment Gap) has shown that 'quality of teaching is one of the biggest drivers for raising attainment of pupils, particularly those from disadvantaged backgrounds.'

Investing in CPD for all members of the school staff is a priority as 'Building a culture where professional learning is at the heart is shown to be effective' (Dame Alison Peacock)

Spending Total = £43,750		Person/Team Responsible	Cost
A	GOAL Recognition of high quality staff across the school ensures they are provided with opportunities to develop further and retains their positive impact in school. Staff in early stages of teaching receive support from KS Leaders and are given regular training opportunities to ensure children consistently receive quality first teaching of a high standard.	HT	HLTA training x2 £1000 NQT LA training package £600 RQT training x2 £1000 Leadership training £1500 £4100 + cover costs TOTAL = £6500
B	GOAL A programme of CPD planned across the year ensures all staff have opportunities to develop their practice so there is consistent high quality first teaching for ALL groups of pupils. The CPD plan also meets needs identified from Ofsted 2019, in house monitoring and outcomes, and for particular groups of staff (TAs/LTSs).	SLT	SEND CPD £1000 EYFS Teaching + Learning CPD £600 EYFS/KS1 Speech + Language Development £1500 Thinking Classrooms £1000 TA/LTS training cover costs £2000 LbQ resource +training £1000 £7100 + cover costs TOTAL= £9600
C	GOAL Monitoring activities (learning walks, planning/classroom checks, book looks, pupil voice and data analysis) undertaken rigorously by SLT, Key Stage Leaders and Eng/Maths Leads to ensure strengths are shared as good practice and also focused support and mentoring is rapidly put in place where needed.	SLT	Cover for SLT and Eng Maths Leaders for monitoring activities and follow up support (4 staff 1.5 days per half term) £5250 Cover for staff to observe good practice £2400 DHT time for focused monitoring and support activities £20000 TOTAL= £27,650

Targeted Academic Support (Structured interventions - small group tuition, one-to-one support)

Rationale: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds (EEF)

Research (EEF) on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training

Spending Total: £34,580		Person/Team Responsible	Cost
D	GOAL Children make better progress as they have access to quality first teaching, supported by HLTAs placed in LKS1 and UKS2. Extra TA in KS1 and in EYFS to support QFT	EYFS Leader/SENCo	EYFS/KS1 extra TA support £1000 2 HLTAs across KS2 each 3x mornings 1x afternoon £7000 TOTAL £22000
E	GOAL Identified children receive focused, targeted interventions during, before and after school, led by trained HLTA and TAs, including Breakfast with a Book (Acc Reading/Lexia) to give a healthy start to the school day. The impact of each intervention is fully evaluated by KS Leaders and SENCo	KS2 Leader/SENCo	HLTA/TAs extra time £3780 Breakfast with a book food/drink £1000 Lexia trainin/materials £3000 BLAST package £500 Accelerated Reader subscription/book costs £3000 Sumdog Maths £300 TOTAL=£11580

Wider Strategies (issues which also require action such as low attendance, behaviour, parental engagement)

Rationale: EEF research has shown Social and Emotional Literacy interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

S Higgins (DfE Successful Schools) reports that in order for children to improve their outcomes they must not be disadvantaged by the lack of income to access the wider curriculum offer

Attendance data for 2018-19 is below National and therefore this remains a key area to improve

Spending Total: £15,700		Person/Team Responsible	Cost
F	GOAL Children have positive attitudes to learning, are able to self regulate and develop resilience to cope with emotional difficulties they experience both in and out of school. Pastoral Manager manages systems to ensure any children requiring support are quickly identified to minimise impact on learning.	Pastoral team	Mental Health First Aid training x2 £600 Zumos training and implementation £800 Part time Learning Mentor to Full time Pastoral Manager £5000 TOTAL= £6400
G	GOAL Children take part in a range of additional curriculum opportunities to broaden their life experiences – including visitors to school, curriculum events, residential visits	HT	Class trips/events £2000 Y6 Residential £2400 Extra Curricular Clubs £1000 Visitors/experiences within school £1000 TOTAL=£6400
H	GOAL Robust pastoral systems ensure families are supported by the School Attendance Officer and Pastoral Manager to promote good attendance	Pastoral Manager TRUST EWO	100% Attendance Incentives £500 EWO/Pastoral Manager Meetings £2400 TOTAL=£2900

Planned Expenditure Improving Quality First Teaching (Goals A B and C)				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>High quality staff need to be retained by the school and further developed to monitor quality of teaching across school, support and share exemplary practice</p> <p>Leaders need to have a clear calendar of monitoring across school; obs, book scrutiny, planning checks.</p> <p>Staff in the early stages of teaching need focused support to improve quality first teaching</p> <p>Quality of external cover for PPA and training time is variable - two skilled TAs require training to HLTA status to enable consistent high quality teaching for pupils when classes are covered</p> <p>Programme of external and in house CPD required to develop staff understanding of good quality first teaching that</p>	<p>Identify staff for Leadership training opportunities (KS2 Leader/Acting Deputy/Middle Leader LKS2)</p> <p>Leaders are involved in all aspects of support and monitoring and evaluation, with clearly defined roles and expectations</p> <p>All monitoring followed up with clear feedback of next steps with support from MAT where appropriate</p> <p>NQT to join Wakefield NQT programme</p> <p>Identify two TAs for HLTA training opportunities – booked with Barnsley for Jan 2020</p> <p>Audit of need and then CPD programme in place for all members of school community</p>	<p>Monitoring calendar in place across school, with KS1 as a priority (data dip 2019) and all leaders understanding their role</p> <p>Individual staff overviews in place and regularly shared with staff</p> <p>Support in place – sharing gd practice, observe peers in school or MAT.</p> <p>NQT booked on course and links made with other NQT in the Trust</p> <p>Two HLTA training places booked with Barnsley for Jan 2020 and mentors in place for support</p> <p>CPD for all staff on developing Thinking Classrooms (our 4Rs Learn To Learn skills - metacognition) with clear timeline for implementation</p>	<p>Short Term All staff fully involved in recognising their own strengths to share and identifying personal development points to improve their practice</p> <p>HLTAs fully trained so PPA and other cover is of a consistently a higher standard</p> <p>4Rs Learn to Learn displays utilised during lessons and Learning skills explicitly taught</p> <p>Any pupils with SEN are more quickly identified, actions taken and needs are addressed</p> <p>Long term All staff will have a better understanding of how to deliver high quality first teaching to meet individual need</p> <p>Support staff will have a more positive impact on pupil outcomes by promoting self reliant learners</p> <p>All pupils will be in 'Thinking Classrooms' and take part regularly in lessons that develop the 4Rs skills year after year. Pupils will be able to self reflect on themselves as learners and take more responsibility for the progress they make</p>	<p>Short term. Pupils will have higher expectations in terms of the quality of the work they produce. Staff will gain a greater understanding of how to meet the needs of all pupils and move their learning on more quickly</p> <p>Medium term- The quality of pupil's work will improve as a result of more effective planning and lessons. Pupil's expectations of themselves and their motivation to succeed will improve and impact on outcomes</p> <p>Long term- Outcomes for all groups of pupils will increase as measured by progress scores.</p>

<p>meets the needs of ALL pupils (SEN/Prior LA/PP)</p> <p>A large proportion of pupils have lower oral language skills on entry to LFS and UFS and Year 1, so a robust programme of Speech and Language development is needed to ensure staff plan and pitch learning activities correctly</p> <p>Programme of training for Classroom and Lunchtime support staff required to ensure high expectations and consistency in approaches for ALL pupils</p> <p>Learning by Questions package – tbc</p>	<p>All staff access CPD, professionally and on a personal level, to ensure high Quality First Teaching for all pupils</p>	<p>CPD to ensure staff understand new SEN systems (SENCo)</p> <p>CPD to develop understanding on how QFTeaching can meet the needs of pupils with</p> <ul style="list-style-type: none"> • Behaviour/Attention Deficit Hyperactivity • Disorder/Anxiety • Social & Emotional Disorder (ADHD) and associated Social/Emotional difficulties <p>Staff training for Speech and Language Development tracking programme</p> <p>Twice half termly training sessions for support staff, following MBUTA guidance Focus on Metacognition and questioning</p> <p>Twice half termly training sessions with LTS to share expectations and good practice</p>		
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

Planned Expenditure D and E Targeted Academic Support				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>UKS2 require more support from HLTA during QFT to ensure all pupil needs are met and progress towards targets is rapid</p> <p>Only 43% of Year 3 cohort left KS1 at RWM combined which means this is a vulnerable cohort requiring more focused support</p> <p>Larger proportions of pupils in EYFS have lower S+L skills so more adults are needed in the provision to interact with pupils, model language and impact on S+L development</p> <p>Some pupils need more than QFT in English and Maths to be on track to meet their end of Key Stage Target – focused interventions required</p> <p>Some Y6 pupils have gaps in their maths learning, identified through regular QLA</p>	<p>All TA support is utilised effectively during QFT, in order to promote pupil independence.</p> <p>HLTA in UKS2 focuses on key individuals identified from data.</p> <p>Previous KS1 Leader to share gaps for individual pupils</p> <p>EYFS Leader identifies individuals requiring more focused S+L support within the provision</p> <p>Key Stage Leaders and SENCO oversee TA and HLTA timetables of focused interventions that meet the identified needs of pupils not at ARE and those not making expected progress to meet their target</p> <p>All interventions have clear focused outcomes, are timebound with pupil entry and</p>	<p>Timetables in place for TAs and HLTAs to support QFT, with monitoring in place</p> <p>UKS2 HLTA supports QFT and runs focused same day intervention for Y5/6 pupils, on a needs basis</p> <p>For Aut 1 focused 1:1 support for Yr3 pupils from previous classteacher before Mat Leave starts</p> <p>Additional adult in EYFS is utilised for smaller phonics groups, delivering extra phonics support, and providing focused S+L input to those pupils requiring extra support.</p> <p>Timetables of focused interventions in place</p> <p>HLTA and TAs to run 'Breakfast with a Book' four mornings before school and 2x afterschool for Accelerated Reader Y4, 5 and 6 and then Lexia Y2, 3, 4 (5+6 where still needed) (Jan 2020) interventions</p>	<p>Short term Pupils feel supported and are better able to access learning</p> <p>Staff will be better placed to meet the needs of all pupils and move their learning on more quickly</p> <p>Long term Monitoring shows TAs are having a positive impact on QFT, measured by the number of pupils on track to reach targets and their independence towards learning</p> <p>Interventions are proven to have positive impact by measurable data</p>	<p>Short term. The quality of the work pupils produce will improve due to more focused support and feedback</p> <p>Medium term- Misunderstandings and gaps will be addressed, pupil's confidence will grow, their motivation to succeed will improve and all will impact positively on outcomes</p> <p>Long term- Outcomes for all groups of pupils will increase as measured by progress scores.</p>

<p>analysis, which need addressing quickly</p> <p>Some pupils regularly access interventions but do not make rapid enough progress so all interventions need to be proven</p> <p>Year 4/5/6 cohort data shows some pupils are not making expected progress in reading so Accelerated Reading programme in place</p> <p>Some Year 2 and 3 pupils still not fluent and struggling with reading, which is limiting their independence to access the rest of the curriculum so Lexia to be introduced by Jan 2020</p> <p>A large number of BOYS entered Year 1 working below ARE in areas of speech and language so more S+L support via BOOST needed to promote progress</p> <p>Some Year 2 and 3 GIRLS pupils are not confident with basic number facts and place value so proven</p>	<p>exit data so impact can be evaluated</p> <p>All interventions are regularly monitored by SENCo/SLT</p> <p>Interventions are shown by research to have proven impact</p> <p>Accelerated Reader Lexia First Class at Number BLAST</p>	<p>KS1 TA to run Catch Up Phonics Programme with Yr 2 pupils did not pass Yr1 screen, and then to focus on Yr 1 pupils in danger of not meeting threshold</p> <p>SENCo to lead KS1 staff to run BLAST S and L programme with 6 Yr 1 boys</p> <p>KS1 TA to run First Class at Number programme with Y2 and Y3 girls (4 at a time) developing basic skills and confidence. Set up on Sumdog to challenge and assess</p>		
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intervention needed to boost confidence – First Class at Number				
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
Planned Expenditure F G H Wider Strategies				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>F Some parents require a high level of support from school in order to cope with the demands of parenting, so school Pastoral Team needs establishing to liaise with parent support worker, families, safeguarding CAHMS and CP professionals when required</p> <p>A growing number of children experience issues both at home and in school that affect them emotionally and impact on their learning so programme required that will develop self resilience and address worries</p>	<p>Pastoral Manager role established full time to lead Pastoral team (oversee lunchtime provision too)</p> <p>Behaviour Support Worker also made part of Pastoral Team, link with Y2 teacher(Health and Well being Leader) - set up to ensure parents and children have staff members they can talk to about their worries</p> <p>Zumos Package shared with Pastoral Team and classteachers as an online resource to direct pupils and parents who are struggling with issues</p> <p>Class teachers show 'How to Be Happys' everyday to</p>	<p>Pastoral Team established</p> <p>Zumos shared with staff Zumos logins created for all pupils</p> <p>Zumos Assembly provided by Pastoral Team to share the resource with pupils and explain how it can be used. Same assembly shared with parents/carers as a workshop</p> <p>Pastoral Team identify pupils at medium and high risk by looking at number ACEs experienced</p> <p>Pupils identified are provided with either !:1 time, group support or shown how to use Zumos independently on tablets as a support</p>	<p>Short Term Pupils with worries start to develop self resilience, but know that there is someone in school who will listen to them</p> <p>Pastoral team are proactive in supporting vulnerable pupils who have experienced multiple ACEs and by promoting positive mental health in school</p> <p>Long Term Vulnerable pupils will quickly be picked up by Pastoral team and support put in place so any negative experiences outside of school do not impact on academic outcomes or their life chances</p>	<p>Short term. Pupils will focus more easily on their learning due to having their emotional needs met</p> <p>Medium term- Pupil's confidence will grow, their emotional resilience will develop, motivation to succeed will improve and all will impact positively on outcomes</p> <p>Long term- Outcomes for all groups of pupils will increase as measured by progress scores.</p>

<p>Health and Wellbeing Leader needed to link with the Pastoral Team – Year 2 teacher to develop this role and promote Zumos</p>	<p>promote positive thinking and growth mindset</p> <p>Pastoral Manager and Y2 teacher attend Mental First Aid Training to cascade to rest of staff team</p>	<p>when they are worried or angry</p> <p>Fortnightly timetable developed, showing where support from Pastoral Team is focused</p>		
<p>G H</p> <p>Pupils may miss out on additional curriculum activities which would widen their experience of the world and impact on their development due to lack on income – this should not be an issue</p> <p>We have pupils who are not making enough progress due to them not attending school regularly – school attendance data needs to improve</p>	<p>Cost of school trips is paid, including residential visit to Robinwood</p> <p>Cost of Extra Curricular clubs (music included)</p> <p>Weekly meetings with Pastoral Manager, Attendance Admin and EWO to closely monitor attendance of all pupils, and particularly targeted PP families</p> <p>Whole School Attendance Policy and HERO Certificate and termly Reward Programme Here Everyday Ready Ontime</p>	<p>All children offered visits</p> <p>All children offered free places at extra- curricular clubs</p> <p>Same day response phone calls by Admin or Pastoral Manager</p> <p>Home visits by above if needed</p> <p>Support put in place for families by PSW/PM (removal of barriers ie alarm calls/clocks etc)</p> <p>Individual incentives for PP families with sticker charts etc</p>	<p>Short Term</p> <p>Pupils will have lots of opportunities for rich experiences beyond the usual school day</p> <p>Systems in place will raise expectations of parents ensuring pupils attend school everyday on time and improve attendance data</p> <p>Long Term</p> <p>PP families will work willingly with school staff and attendance will improve; this will impact favourably on academic outcomes</p>	<p>Short term</p> <p>Pupils take part in extra curricular activities</p> <p>Pupils attend everyday on time</p> <p>Medium Term</p> <p>Pupils continue to understand the need to attend everyday and want to come to school to access the exciting curriculum on offer</p> <p>Long Term</p> <p>Outcomes for all groups of pupils will increase as measured by progress scores.</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>		<p>Review Progress at the end of the summer term</p>	

Review of Expenditure				
Previous Academic Year				
Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Additional Information