

SHIREMOOR PRIMARY SCHOOL PUPIL PREMIUM STRATEGY DOCUMENT



Shiremoor Primary School

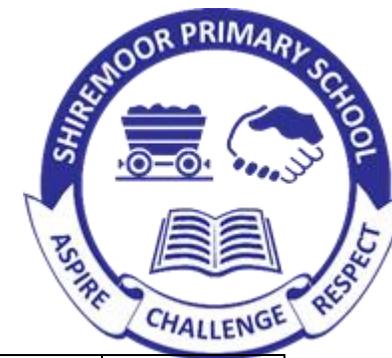
Pupil Premium Strategy 2018-19



Summary Information					
School	Shiremoor Primary School				
Academic Year Sept 18 – Mar 19	2018-19	Total PP Budget	£105,548 (This is then supplemented where required by school budget).	Date of recent PP Review	N/A
Financial year	2018-19	Total PP Budget	£180,940 (This is then supplemented where required by school budget).		
Total number of pupils	377 (not including Nursery)	No. of pupils eligible for PP	127 EYPP Rec: 9 (15%) Pupil Premium (FSM6)	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

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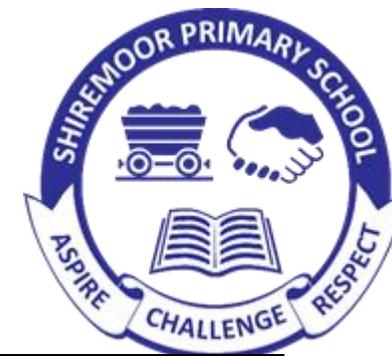


	316 (Y1 to Y6 only)		PP Y1: 14 (28%)		
	445 including Nursery and Pre 3's.		PP Y2: 23 (40%)		
			PP Y3: 16 (31%)		
			PP Y4: 20 (33%)		
			PP Y5: 21 (47%)		
			PP Y6: 23 (45%)		

<u>Current Attainment</u>				
2018 KS2 Data- (National Data in brackets)	<u>School Average for Pupils Eligible for PP</u>	<u>School Average for Pupils not Eligible for PP</u>	<u>Gap Analysis for School PP and Non-PP</u>	<u>Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS2	85% (51%)	83% (70%)	+2% (-20%)	14% (-20%)
% achieving at 'Expected' level in reading.	85% (64%)	83% (80%)	+2% (-16%)	+5% (-16%)
% achieving at 'Expected' level in writing.	85% (67%)	89% (83%)	-4% (-16%)	+2% (-16%)
% achieving at 'Expected' level in maths.	85% (64%)	89% (81%)	-4% (-17%)	+4% (-17%)
% achieving at 'Expected' level in Spelling, grammar and punctuation	85% (67%)	83% (82%)	+2% (-16%)	+2% (-16%)

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Average scaled score: Reading	105.4 (102.6)	105.6 (106.1)	-0.2 (-3.5)	-0.7 (-3.5)
Average scaled score: Maths	108.4 (103.6)	108.6 (105.4)	-0.2 (-3.5)	3.0 (-3.5)

Current FSM Data EYFS

2018 Data- (National Data in brackets)	<u>Reception School Average for Pupils FSM</u>	<u>Reception School Average for Pupils Non- FSM</u>
% achieving 'Expected' level for 'All Prime Areas'	86%	70%
% achieving at 'Expected' level in all ELGs	86%	68%
% achieving at 'Good Level of Development'	77% (57%)	72% (73%)

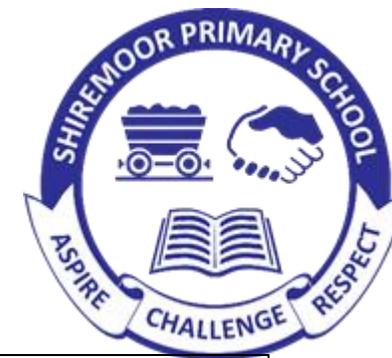
%Current Pupil Premium Data Phonics (Year1)

2018 Data- (National Data in brackets)	<u>Year 1 School Average for Pupils Eligible for PP</u>	<u>School average for Non- PP Pupils</u>
% achieving at 'Working at or Above' Y1 level	73% (72%)	97% (85%)

Current Pupil Premium Data End of KS1 (Year 2)

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2018 Data- (National Data in brackets)	<u>Year 2</u> <u>School Average for Pupils Eligible for PP</u>	<u>Year 2</u> <u>School Average for Non-PP Pupils</u>	<u>Year 2</u> <u>Gap Analysis for School PP and Non-PP</u>	<u>Year 2</u> <u>Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS1	63% (50%)	84% (69%)	-21%	-3%
% achieving at 'Expected' level in reading.	63% (63%)	86% (79%)	-23%	-16%
% achieving at 'Expected' level in writing.	63% (55%)	86% (74%)	-23%	-11%
% achieving at 'Expected' level in maths.	63% (63%)	86% (79%)	-23%	16%

Barriers to Future Attainment

In-school barriers

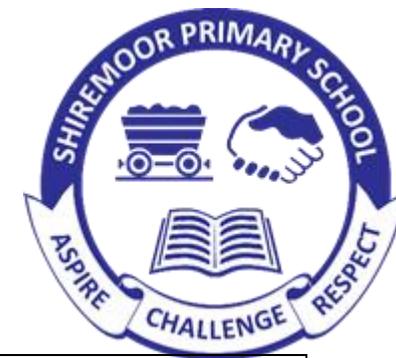
SEND

Speech and Language delay on-entry to school is high which affects learning generally in all areas. Currently 12% of children on roll from Y1-Y6 are registered as SEND. Of the children who are registered as SEND, 59% of them are also Pupil Premium children. Currently, 21% of children registered as PP are on the SEND register also. This is an increase of 4% since academic year 2017-18.

School Context of Deprivation

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School Context of Deprivation indicator (IDACI) is 0.3 (decile 3) compared to National average of 0.24. We have an IMD of 3 (score: 28.6).

24% of our children live in the 20% most deprived areas nationally. An additional 41% live in Decile 3. The majority of our children live in decile 3. In total, 88% of our children live in Deciles 1-5, with 31% of these children recorded as FSM6. That is a total of 90% of children entitled to the Pupil Premium, living in the 5 least deprived areas nationally.

Attainment on Entry:

Low starting points of children (particularly those eligible for PP) which means that not all children are school ready. PP children currently do less well than non-pupil premium children and this gap begins on entry and is not yet closing (other than the gap in Year 1 phonics)

Although PP children do perform in line with, and above those children nationally.

External Barriers

Attendance

The figures for PA attendance show that generally PP absence is higher than that of non-PP children. PP was 11.8% (lower than those National average of 16.5%) compared to Non-PP 9.8% (higher than national average of 6.9%)

Data shows that overall absence for PP was 4.5% compared to 3.7% for Non-PP, however, we were below PP National Average of 5.6%)

Social Care Needs

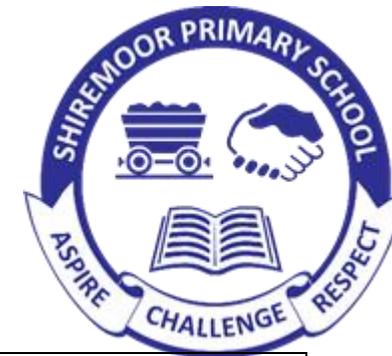
A group of pupils eligible for PP display difficulties in Social and Emotional aspects for their learning.

In addition, a high proportion of the families within our school have historically or currently been supported by external agencies. School is required to offer support to most families to address their varied needs and support the learning of the children.

External Opportunities

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Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.

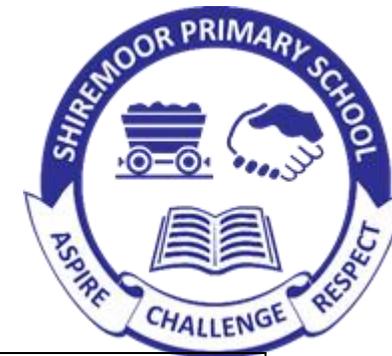
Resources

Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
	Improve attainment and progress in reading across the whole school which will show evidence of most eligible for PP making good progress between key stages and year groups. Use of termly data captures to inform interventions and target teaching.	Termly data captures to show progress for PP children across school from last point of assessment.
	Continue to aim to improve attendance for children who are eligible for PP to be monitored daily, weekly and termly by Lead Learning Mentor.	Overall attendance rates will improve for those eligible for PP and will be comparable to other groups within the school and better than those nationally. The percentage of PP children who are persistent absentees will decrease and will be in line with other groups in school and those comparable, nationally.

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	<p>Ensure that teaching, learning and assessment across the school is outstanding and as a result, has a positive impact on the progress and attainment of PP children. Use of CPOMS to support with this measure.</p>	<p>PP children make strong progress to ensure that most pupils who are eligible for PP meet age-related expectations in KS1 and KS2 regardless of starting points. PP children will have made good progress from their personal starting points.</p>
	<p>Improve progress measure and attainment for current Year 6 and Year 2. Year 6 has a 44% FSM6 entitlement. Year 2 has a 30% FSM6 entitlement.</p>	<p>Pupils eligible for PP in Year 2 and Year 6 to make rapid progress to meet age-related expectations at the end of KS1 and KS2. Children to also achieve good progress from starting points alongside other groups in school.</p>
	<p>Continue to develop basic skills and early reading progress in EYFS through 2 and 3yr old provision.</p>	<p>Children will have better starting points on entry to Reception following admission in pre-school onsite. Data captures will show PP making good progress based on starting points and most will achieve age-related expectations.</p>
	<p>SEND Lead to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files. Termly reviews to analyse personal progress</p>	<p>SEND children who are eligible for PP will make progress based on their personal targets and from their own starting points. Some will achieve age-related expectations at the end of each year group.</p>

Planned Expenditure £119,142

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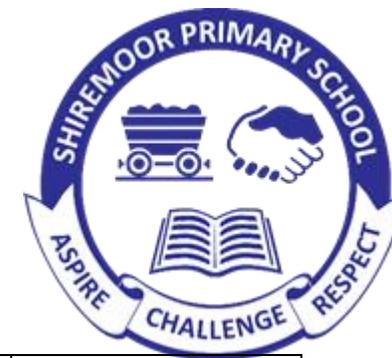
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Academic Year	<u>2018-19</u>				
<u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Reading at 'Expected' and 'Greater Depth' scores to improve.	<p>On-going reading training for all staff from internal and external providers.</p> <p>To teach vocabulary implicitly and explicitly to support children in builder a wider understanding of vocabulary they may come across in texts.</p>	<p>Rationale</p> <p>Identified by staff at the end of academic year 2017-18 as an area for development based on analysis of school data and review of KS2 SATs Writing results. 85% of PP children achieved the 'expected standard' which was above those nationally, however, there was a negative progress measure (-0.65) for FSM6 children.</p> <p>Internal data showed that 63% of PP children in Year 2 achieved 'age-related' expectations in reading; 60% in Y3 and 57% in Y4. These were in line with other subject areas, but significantly below end of</p>	<p>Rigorous monitoring of data and delivery of teaching and learning.</p> <p>Appraisal process for all staff to have a focus on 'reading' outcomes.</p> <p>Peer observation across key stages.</p> <p>Book moderations with a set focus to be comparable across year groups.</p> <p>Staff CPD. This is to include both internal and external providers. Impact to be evident through book moderations,</p>	<p>Mrs Pearson (Literacy Lead)</p> <p>Mrs Pritchard (Reading Lead)</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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		<p>Key stage expectations in KS1 and KS2.</p> <p>Evidence</p> <p>The Teaching and Learning Toolkit suggests that reading comprehension strategies have a high impact for a very low cost, based on extensive evidence.</p> <p>According to the Teaching and Learning Toolkit, in-class attainment groups has moderate impact for a very low cost, based on moderate evidence.</p>	<p>observations and feedback.</p> <p>Small, withdrawn reading intervention groups. Child selection to be based on information from termly data and teacher assessment.</p> <p>Y6 have an experienced teacher for small intervention groups focusing on vocabulary and comprehension.</p>		
	Use of Power of Reading SOW to support the teaching of reading across school to ensure there is	<p>Rationale</p> <p>As a staff, we identified that our children don't always have access to a range of literature</p>	<p>All resources to be shared with all teachers and teaching assistants.</p> <p>Training to be given KP (attended regional training)</p>	Mr Pritchard (Reading Lead)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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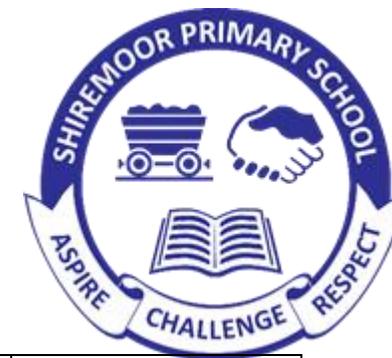
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		<p>and experiences in their lives outside of school provision. We need to broaden their experiences and understanding of the world around them and further- focusing on vocabulary and comprehension through a range of texts. Power for Reading has been identified as a way to help ensure suitable differentiation, targeted teaching and progression across the school as part of in-class content rather than additional, external support. This is an area highlighted for development in previous years for content coverage and progression between year groups in reading. It will act as a central portal of resources and progression to ensure continuity between all year groups.</p> <p>Evidence</p> <p>The Teaching and Learning Toolkit suggests that reading comprehension strategies have</p>	<p>for Power of Reading). Staff to use where appropriate to enhance teaching and learning of reading.</p>		
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		a high impact for a very low cost, based on extensive evidence.			
To continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics.	High-quality phonics teaching and grouping across all of KS1	<p>Rationale</p> <p>Our Year 1 phonic data is strong (73%) however, in 2017-18 Year 1 Phonics test, the gap was reversed to see PP now performing below Non-PP with an in school gap of -24%. They are however, still above PP children Nationally (72%)</p> <p>End of nursery data demonstrated higher achievement on Letters and Sounds.</p> <p>Ensure that phonetic understanding is strong by the end of KS1 to prepare children for KS2 curriculum content.</p> <p>Evidence</p>	<p>NP will audit phonic delivery of all KS1.</p> <p>Experienced teachers working in Year 1 and Year 2. Trained TA to focus on phonic intervention in Y1 and Y2.</p>	Mrs Penketh (Year 1 Teacher)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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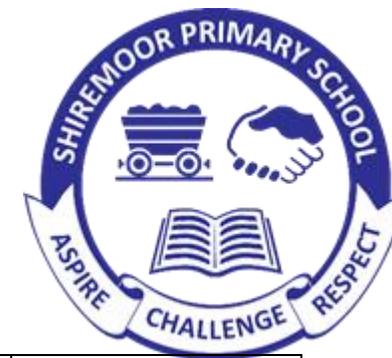
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		<p>Teaching and learning toolkit states that phonics has a moderate impact, very low cost and extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>			
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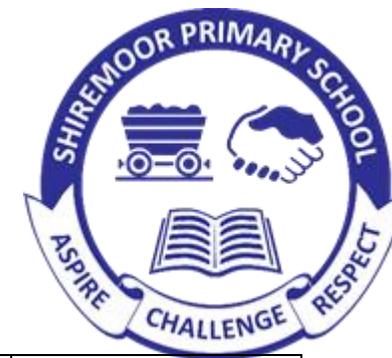
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		<p>Phonics approaches have been consistently found to be effective in supporting younger readers</p> <p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.</p>			
Continue to improve basic skills of all PP children.	Employment of additional staff to provide Preschool provisions.	<p>Rationale</p> <p>On entry our chn have low starting pints and therefore need to make rapid progress. The National Curriculum 2014</p>	LW to oversee timetabling, targeting and data of this support to ensure value for money	Miss Welsh (Head of School)	Termly data and intervention analysis

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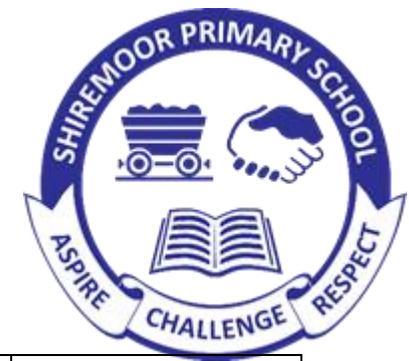
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		<p>measure relies largely on basic skills to then build upon for mastery of content. Children need to consolidate and embed these basic skills to ensure they can attain in line with National comparisons and other groups within school.</p> <p>Evidence</p> <p>Whilst Teaching and Learning Toolkit suggests that reducing class sizes has moderate impact for very high cost based on moderate evidence, our in-school quantitative data suggests that reducing class sizes impacts sufficiently to justify this.</p>	<p>Teachers to have set areas of focus for ensuring effective teaching and learning. Children to be identified and support given where needed with clear tracking and monitoring.</p>	<p>Miss Foster (PP Lead)</p>	<p>Sept 2019</p>
	<p>Employment of additional teachers in Year 4 and Year 6 to support with attainment and progress and maintaining standards.</p>	<p>Rationale</p> <p>With the employment of two NQT's in Year 4, a large cohort with a variety of needs, we wanted to ensure that standards were maintained to support all children in making progress and a suitable support was in place to develop staff in</p>		<p>Mrs Peart (Year 4 Lead)</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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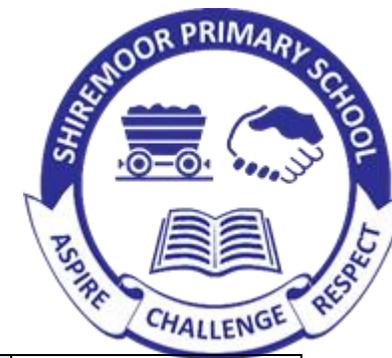
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		<p>the early years of their careers. An experienced teacher was identified to work alongside the teachers to provide academic support to small groups through withdrawal from class during core subjects. The additional teacher has previously taught the children and has a strong relationship with the children.</p> <p>Evidence</p> <p>Whilst Teaching and Learning Toolkit suggests that reducing class sizes has moderate impact for very high cost based on moderate evidence, our in-school quantitative data suggests that reducing class sizes impacts sufficiently to justify this.</p>			
Total budgeted cost					£9894 (Not including cost of staffing for reduced class sizes which is coming from main budget).

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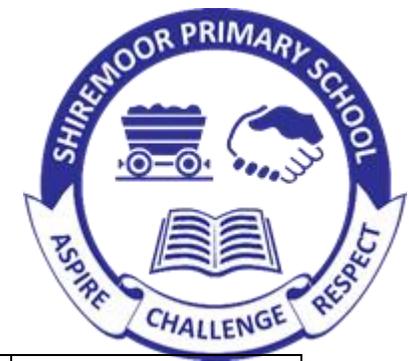
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<u>Targeted Support</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
To improve progress and attainment for PP children in reading, writing and maths to ensure that we give these pupils opportunities to succeed across the curriculum.	BLAST	<p>Rationale</p> <p>Baseline assessments in nursery showed children have low starting points.</p> <p>In data captures from 17-18, the gap between PP and Non-PP has reversed for 'GLD' (+5%). This however, is not a trend so we want to focus on building upon good practices of previous years to support in the future.</p> <p>Evidence</p> <p>Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months'</p>	<p>Member of staff received training for BLAST to administer to identified children and tracking to take place.</p> <p>EYFS Manager monitors weekly the use of additional staffing and timetabling to ensure impact. BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.</p> <p>Groups will be targeted based on data</p>	<p>Mrs Pearson</p> <p>Miss Wilson</p> <p>Mrs Hill</p> <p>Mrs Scott</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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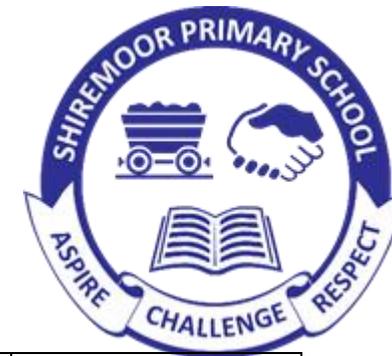
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		<p>progress, and appear to be particularly beneficial for children from low income families.</p> <p><u>Evidence</u></p> <p>According to the Teaching and Learning Toolkit, Early Years Intervention- moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>			
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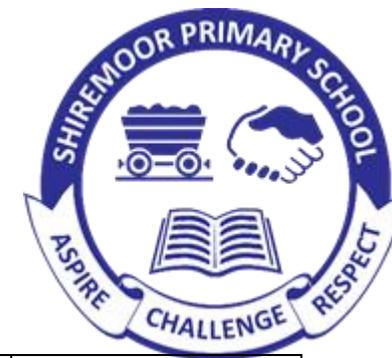
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	<p>Numbers Count</p>	<p>Rationale</p> <p>Year 2 data showed a gap between PP and non-PP in maths of -23% for academic year 2017-18. This has widened from academic year 16-17. Year group data and teacher assessment for marking and feedback, highlighted PP children who needed additional support with basic number facts to make progress in relation to age related.</p> <p>Evidence</p> <p>Research shows the following based on the impact of the intervention:</p> <p>Learners made an average Number Age gain of 16.5 months in only 4 months – over 4 times the expected progress.</p> <p>95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. 73% of learners went on to achieve</p>	<p>Trained Teaching Assistant to deliver Numbers Count TA to give targeted Year 1 and 2 PP children at least three 30-minutes lessons a week for a term, individually or in small groups. After a detailed diagnostic assessment, the teacher to plan a tailored programme for each child.</p>	<p>Mr McConville</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>
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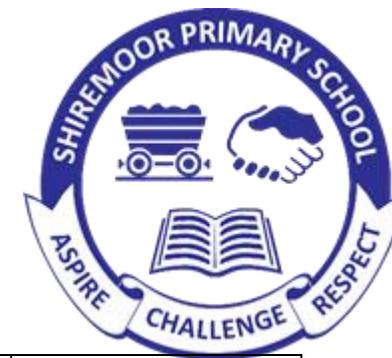
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		national expectations at the end of Key Stages 1 and 2, despite not being originally predicted to do so.			
	Success@Arithmetic	<p>Rationale</p> <p>Year group data and teacher assessment from marking and feedback highlighted PP children working below age related expectation in Key Stage 2. Targeted children who need support to understand the number system and develop fluency with number facts.</p> <p>Evidence</p> <p>Research shows the following based on the impact of the intervention:</p> <p>They made an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress. 92% of pupils achieved national</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions, 3 times per week.	Mr McConville	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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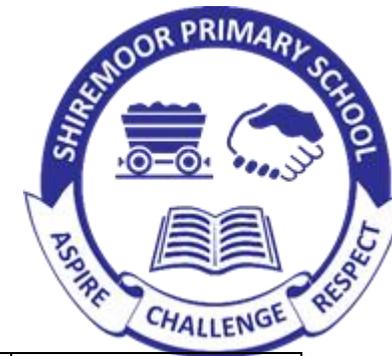
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		<p>expectations at the end of their school year, despite not being originally predicted to do so.</p> <p>A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.</p>			
	Phonics Intervention	<p>Rationale</p> <p>Even though we have strong Phonic data for FSM6 in Y1 (73%) above those nationally (72%), we want to continue to present this strong data and continue to aim to reduce the percentage of Y2 retakes. In data capture from Y2 phonics in 17-18 we saw the gap between PP and Non-PP reverse from -5% to PP outperforming Non-PP in school by +2%.</p> <p>In addition, by improving phonics in Y1 we can focus on comprehension, inference and</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are with an experienced KS1 teacher focusing solely on interventions in Y1.	Mrs Penketh Mrs Evans	Termly data and intervention analysis Sept 2019

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		<p>vocabulary further up school to support with developing the school priority of reading.</p> <p>Evidence</p> <p>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. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that expertise is a key component of successful teaching of early reading.</p>			
	Inference Intervention and Reciprocal Reading	<p>Rationale</p> <p>KS1 data highlighted that for reading FSM6 children (63%) are in line with PP National</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are	Mrs Pearson Mrs Clarke	Termly data and intervention analysis Sept 2019

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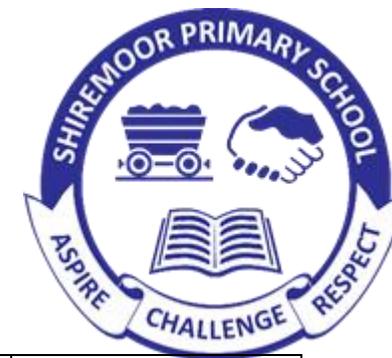
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		<p>Average but are still below the overall National Average of 75%. There is also a -23% gap between Non-FSM6 and FSM6 which has widened by 6% since academic year 16-17.</p> <p>KS2 highlighted that for reading PP children didn't make the expected progress (-0.65) however, this is still a 3 year upward trend improvement and our PP children still received, on average, higher scaled scores (105.4) than those nationally (102.6) This was an in-school cohort picture with overall progress -0.33.</p> <p><u>Evidence</u></p> <p>Project involving 48 children from 6 schools</p> <p>Two sessions a week (as a minimum) for a term</p> <p>Average gains for those children who received reciprocal reading as an intervention programme - 13 months for reading accuracy,</p>	<p>with an experienced TA's who have received training for this intervention. Programme to run for approx. 12weeks</p>		
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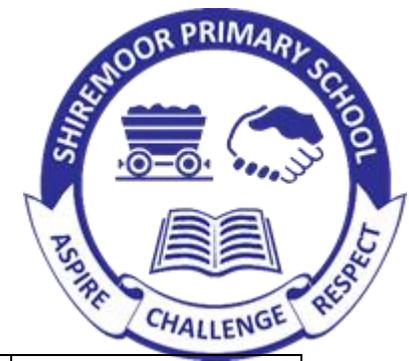
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		<p>16 months in reading comprehension</p> <p>The average progress for the control group (children who didn't receive reciprocal reading as an intervention) was 3 months in reading accuracy, 1 month for reading comprehension</p> <p>Reciprocal Reading is being investigated by the EEF with a report due in Autumn 18 but a meta-analysis of previous studies found an effect size of 0.32 on reading test performance and higher effect sizes for comprehension. These are considered high effects.</p>			
Year 5 and 6 Maths Intervention	Rationale	<p>Having used this approach in previous years, we analysed teacher feedback and KS2 data. The KS2 data return showed that PP children (85%) outperformed those nationally (64%) and Non-PP children</p>	<p>Qualified teacher as a designated TA for year 5 and 6 maths. Targeted children with teacher assessed areas of development. Pre and post-tests to be used. Each group to work with TA</p>	<p>Mr McConville Miss Foster</p>	<p>Termly data and intervention analysis Sept 2019</p>

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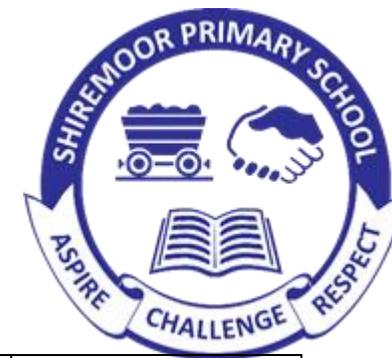
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		<p>nationally (81%). The gap between PP and Non-PP in school also closed to -4% from -24% in 16-17- this is a three year trend. This encouraged the decision to continue to embed this provision across Upper Keystage 2 to support with continued outcomes. Year 5 cohort for academic year 18-19, showed an internal score of 57% of PP children achieving ARE (age-related expectations) in Year4. We identify we need to offer additional support to ensure they leave KS2 at an appropriate level.</p> <p><u>Evidence</u></p> <p>Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs however it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is</p>	<p>twice a week for 45 mins each sessions.</p>		
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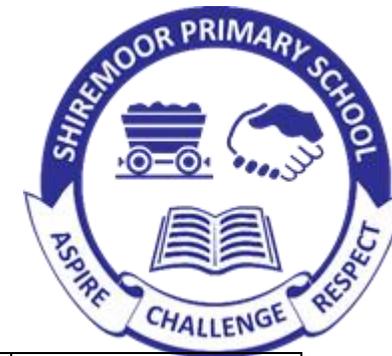
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		moderate impact but with high costs.			
	Year 6 writing intervention	<p>Rationale</p> <p>Since we have used this approach, writing data shows a 3 year upward trend for PP children achieving 'expected standard' in KS2 National Tests in writing. In 17-18 data capture, PP children performed above those Nationally (67%) and above Non-PP Nationally (83%).</p> <p>In 17-18 SPAG, PP children widened the gap significantly from previous year between those nationally to +18%. They also reversed the gap when in comparison to Non-PP nationally to +3% from -15% in 16-17.</p> <p>Evidence</p> <p>Research suggests that this approach has beneficial effects for both FSM and non-FSM pupils. It has moderate impact</p>	<p>Employment of a teacher who has had extensive training in writing moderation and spelling and grammar to target small groups in year 6.</p> <p>Children to be selected based on teacher assessment and data captures.</p>	<p>Mrs Wilson (LA Moderator)</p> <p>Mrs Pritchard (Y6 teacher)</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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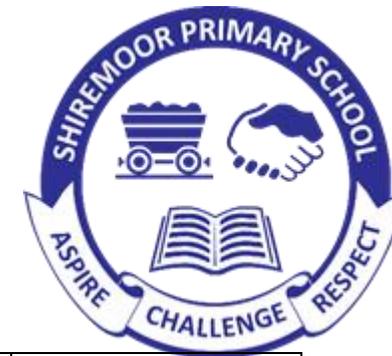
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		with moderate costs but with limited evidence.			
	Pirate and Dragon writing	<p><u>Rationale</u></p> <p>Data and teacher assessment addressed that children need a focus on spelling and punctuation in addition to developing editing and composition skills. Data showed that the target year groups were year 4 and 5 in order to support progress throughout KS2.</p> <p><u>Evidence</u></p> <p><i><u>Impact on Achievement (ECC Website)</u></i></p> <p>300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact:</p> <ul style="list-style-type: none"> 88% of pupils became more confident and motivated to write 	<p>Highly trained TA to deliver set programme to selected children. Children to be selected based on prior attainment and measure against 'age-related' expectation from academic year 17-18.</p> <p>Targeted at Y3 and Y5 children.</p>	Mrs Clarke (Teaching Assistant)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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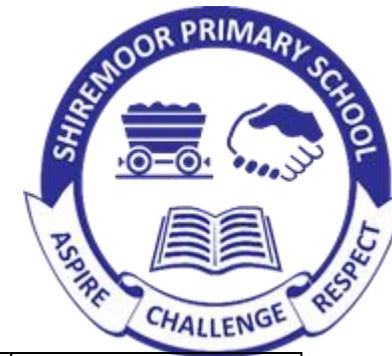
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		<ul style="list-style-type: none"> • 70% made more progress than their teachers had expected • their spelling scores improved by 42% 			
	Speech and Language programme	<p>Baseline assessments in nursery showed children have low starting points.</p> <p>EYFS data for GLD (Good Level of Development) 2017-18 showed the gap has reversed between FSM6 and Non FSM6 pupils (+5%) and they were in-line with Non-PP Nationally (73%), however this is not yet a trend so we want to continue to build upon structures in place.</p> <p>Evidence</p> <p>Teaching and learning Toolkit states that it has moderate impact for very low costs which is based on extensive evidence. It has potential to offer an impact of +5months additional progress for the child. A number of studies show the benefits of trained teaching</p>	<p>Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their learning goals.</p> <p>Teachers to be aware of recombination and incorporate within in-class work.</p>	Mrs Irving SENDCO	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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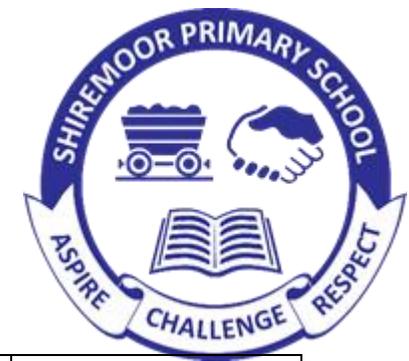
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		assistants effectively supporting both oral language skills and reading outcomes. There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.			
	Use of Reading Plus in Year 6 to improve reading stamina.	<p>Rationale</p> <p>Data captures for 17-18 academic year showed that, even though our Y6 FSM6 children did better than those nationally (+21% gap)and</p>		<p>Mrs Pritchard (Y6 Teacher)</p> <p>Mrs Wilson (Y6 Teacher)</p>	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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		<p>reversed the in-school gap to +2%, they didn't make the expected progress (-0.65). We therefore highlighted that we need to focus on additional methods to support our children in achieving the expected standard for attainment but also for their individual progress.</p> <p>Evidence</p> <p>Reading Plus integrates the three domains of reading: physical, cognitive and emotional. It builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation. An in-school trial was completed in academic year 2017-18. Findings of Child A are shown below:</p> <p>Child A had a total number of reading lessons completed in 11</p>		Mrs Wilson (Y6 Teacher)	
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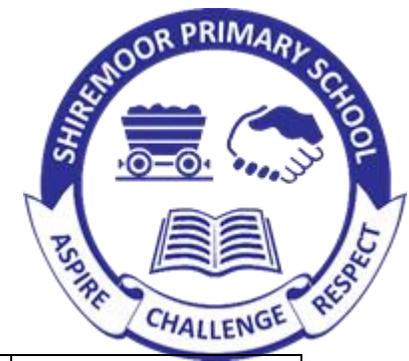
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		<p>weeks usage (including of school holidays) = 76</p> <p>Average weekly usage = 6.9 x lessons per week (recommended min. 5x lessons/week)</p> <p>Total time spent using the programme = approx. 19 hours</p> <p>Comprehension-based reading rate (reading speed) gain = +98 wpm (words per minute) from formative assessment / +104 words per minute under test conditions.</p> <p>Increase in reading proficiency of +3.57 years (comprehension-based reading rate and vocabulary where 1 level gain is equivalent to a reading texts 1 year in advance) from formative assessment, and +3.5 years under test conditions. In summary: Child A used Reading Plus consistently for the length of the evaluation. When tested initially, she was reading (and comprehending) slightly below ARE and reading slowly. Based on her initial reading speed, she</p>			
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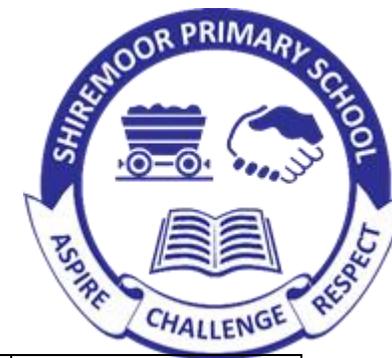
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		<p>would have struggled to finish the SATs reading paper.</p> <p>Child A made sustainable gains that are clearly demonstrated both through the formative and summative assessment. Based on the level of text she was reading and her reading speed, she went on to achieve a Scaled Score in the KS2 assessments of 105 and a Progress Score of +2.07.</p> <p>An initial 'InSight' assessment was carried out on February 2018 with a second carried out in May 2018 to determine progress. The findings showed that, on average, pupils in Y6 read 2,074,058 words in this time. Pupils in Y6 made gains in formative assessment of +19 months in comprehension and vocabulary with an average increase in reading speed of 71 words per minute. This compares to recorded average gains in test conditions for Y6 pupils of +6 months in vocabulary and +3 months comprehension. The average</p>			
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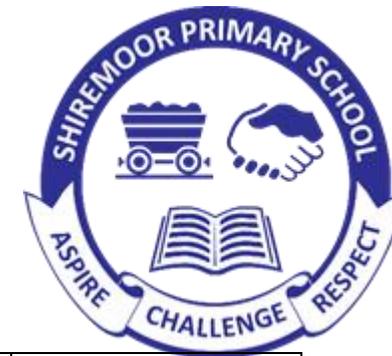
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		increase in comprehension-based reading speed was 55.4 words per minute			
	Accelerated Reader	<p>Rationale</p> <p>Even though 85% of our Y6 PP children achieved the 'expected standard' in reading in 17-18 , higher than those Nationally (64%) and higher than Non-PP nationally (80%) we need to address the negative progress shown in KS2 Data capture 17-18, (-0.65) we highlighted this as an area of focus and development throughout school. We need to ensure that our FSM6 children are making strong individual progress throughout all year groups within the school to ensure they make expected or better progress by the end of KS2.</p> <p>Evidence</p> <p>The Teaching and Learning Toolkit suggest that Accelerated Reader offers moderate impact for low cost, based on</p>	<p>All children to access Accelerated Reader once they have reached Ginn reading Scheme Level 8.</p> <p>Children to use Accelerated Reader daily for 25mins. Children to complete quiz as and when required. Teacher to monitor score and address accordingly. Termly data captures by teachers and Reading Lead.</p>	Mrs Pritchard (Reading Lead)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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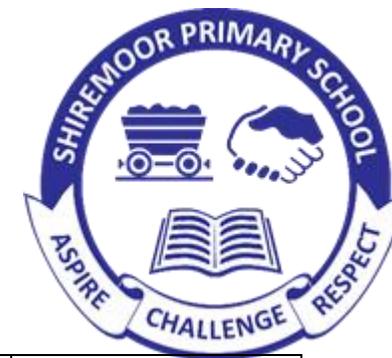
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		<p>moderate research. A recent trial showed, of the children who were involved, they made on average +5 months progress.</p>			
	Timestable Rockstars	<p>Rationale</p> <p>Following review of academic year data and teacher assessments, we identified that multiplication fact knowledge was still an area for development for our disadvantaged children. With the introduction of National Testing in Year 4, we addressed the need for an additional tool to support in-class teaching of these facts. The programme will be used to additionally and will form part of homework.</p> <p>Evidence</p> <p>Teaching and Learning Toolkit suggests that the use of digital technology to support the progress of children provide moderate impact for moderate</p>		Mr McConville (Maths Lead)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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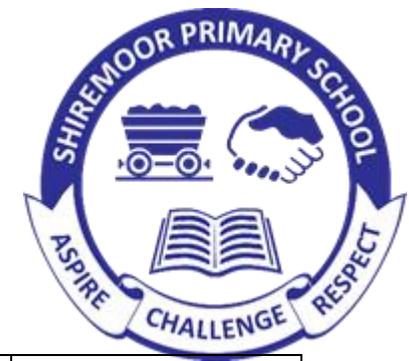
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		cost. This is based on extensive evidence.			
	Doodle Maths	<p>Rationale</p> <p>DoodleMaths uses the Zone of Proximal Development (ZPD). This is a concept first proposed by Russian psychologist Lev Vygotsky (1896 - 1934). Inside this zone, children will be practising what they already know. Beyond this zone, children may be able to follow a method in the short term, but they probably won't understand it sufficiently to ensure progress in the long run.</p> <p>Two small scale studies were conducted during the development of the product, at a local primary school and a local secondary school. Both these studies, involving six children and nine children respectively, showed that 15 minutes of DoodleMaths daily over the course of 4 weeks improved their independently-</p>		Miss Foster (Y6 teacher)	

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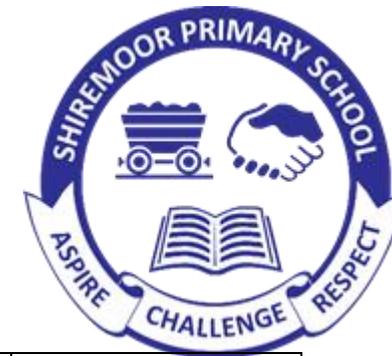
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		<p>measured maths age by 3.5 months. More recently, the University of Bath conducted a large-scale study involving 128 children throughout July and August, and discovered that just 20 minutes usage per week meant children were four times less likely to suffer from summer learning loss. These gains are hugely significant and far exceed any studies conducted by competitor products. Furthermore, they are replicable, since our algorithms choose the content on a wholly consistent way - progress made using competitor products depends largely on the teacher setting appropriate content - something which is not at all consistent as some do this better than others.</p> <p><u>Evidence</u></p>			
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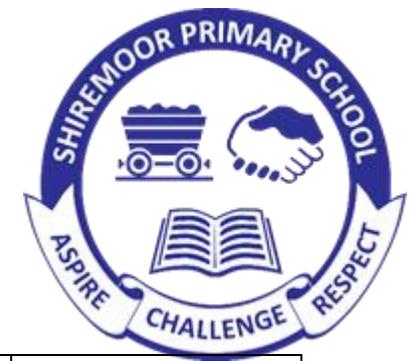
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		<p>Teaching and Learning Toolkit suggests that the use of digital technology to support the progress of children provide moderate impact for moderate cost. This is based on extensive evidence. Having used DoodleMaths for part of academic year 2017-18, Year 6 saw on average an improvement of +8months. Children were also engaged in using the software, particularly boys.</p>			
	Nessy	<p>Rationale</p> <p>Following evaluation of data captures form 17-18, staff highlighted that children need to access external and additional support for reading, writing and spelling. Some chn, for whatever reasons, weren't making equal amounts of progress each year. We identified that children often need extra support in</p>	<p>Use of Nessy Programme to support development of identified children with spelling and reading.</p> <p>Children to access twice a week with individualised content. To be completed on school IPADS.</p>	Mrs Irvng (SENDCO)	<p>Termly data and intervention analysis</p> <p>Sept 2019</p>

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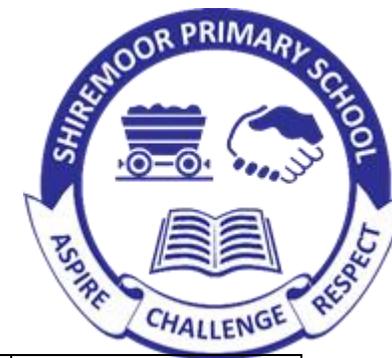
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		<p>throughout their time at school, therefore children are to be selected from KS2 based on progress measures from KS1 data and previous academic year to ensure that FSM6 children make strong progress in each year at school.</p> <p>Evidence</p> <p>A research project conducted using children aged between 7-11 years. Using standardised reading assessments to measure student reading age before and after the trial, students on average made a gain of 1 year after 18 weeks of using Nessy Reading & Spelling. Students used Nessy twice a week for 45 minutes – a total of 1.5 hours a week. Several students made notable gains in excess of 2 years. The majority of students increased their reading ability by 2 years or greater with one student</p>			
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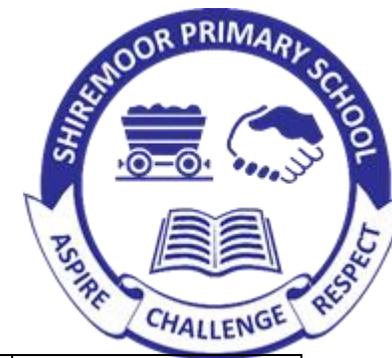


		increasing their reading age by 4 years 3 months.			
Total budgeted cost					£77,348

<u>Other Approaches</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Improved attendance and support for children with social and emotional problems.	Employment of Lead Learning Mentor to monitor and assist parents with social issues	Since employing over Lead Learning mentor 6 years ago, our attendance data has improved annually but is still a continuous area for monitoring and investing resources. Even though the data for our FSM6 'Overall Absence' and 'Persistent Absence' for 17-18 was lower than National, we need to ensure that children are attending school in order to access the 'outstanding' teaching and learning. We identified that all attendance issues need to be highlighted and dealt with immediately	<p>First day response to absence.</p> <p>Early Help Assessments carried out as required</p> <p>Child protection issues followed up swiftly and barriers to learning addressed where possible with behaviour and emotional support programmes and social skills groups.</p> <p>Use of CPOMS to communicate and track.</p>	<p>Pauline McNamara</p> <p>Kimberley Quinn</p> <p>Leigh Elsaghier</p>	

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		<p>with school support plans and meetings with parents.</p> <p>Evidence</p> <p>Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Case Studies around key children also evidence impact of this role.</p>			
	<p>CPOMS Software to enable teacher and SLT to track and monitor attendances and incidents across school and academic years.</p>	<p>Rationale</p> <p>Due to the expansion of an already large primary school, SLT decided a more robust method of communication and documenting was needed. All members of staff are now able to record attendance and incidents so that school has a</p>	<p>Staff to input incidents at school, note phone calls or draw SLT, or other members of staff, to the attention of important information.</p> <p>SLT to hold access to all information and act</p>	<p>Mrs Middleton (Headteacher)</p> <p>Mrs McNamara(Learning Support Mentor)</p>	<p>£805</p>

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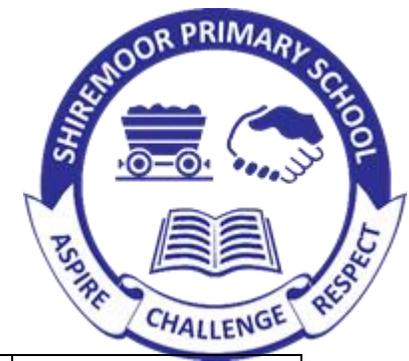
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		<p>log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children.</p> <p>Evidence CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and</p>	<p>accordingly. DSL to use with external agencies where required.</p>		
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		searchable record. Data is recorded and can be used to produce data tables to support internal staff and external agencies.			
				Total budgeted cost	£31,900