

## Context:-

Shireland Technology Primary is a free school in its first year of opening and has only three classes; Two Reception and One Year 1

## Pupil Premium strategy statement for Shireland Technology Primary

1. Summary information					
Academic Year	2019/20	Total PP budget	£39,596	Date of most recent PP Review	N/A
Total number of pupils	86	Number of pupils eligible for PP	10	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	N/ A due to new school in first year	N / A
% making expected standard or above in reading	N/ A	N / A
% making expected standard or above in writing	N/ A	N / A
% making expected standard or above in maths	N/ A	N/A

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of opportunities at home to read and develop early reading, including phonics.
<b>B.</b>	EAL – poor oral language skills and limited range of vocabulary.
<b>C.</b>	Emotional and social issues that impact on relationships in class and school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Challenges in home lives make it difficult for carers and parents to support children in their learning at home.	
<b>E.</b>	Low home aspirations and expectations.	
<b>F.</b>	Poor punctuality / Low attendance – lack of value placed upon regular attendance and punctuality by families.	
<b>G.</b>	Lack of family resources mean children do not access a range of wider learning experiences to enrich their learning and understanding.	
<b>4. Additional detail</b>		
Shireland Technology Primary opened in September 2019 in temporary accommodation in the ground floor of the Key Stage Three extension to Shireland Collegiate Academy.		
<b>5. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Lack of opportunities at home to read and develop early reading, including phonics.</b> Support and training for families who are hard to reach and are unable to support appropriately at home</p> <p>Extra reading and phonics sessions for those not reading regularly at home:</p> <ul style="list-style-type: none"> <li>• CK / JD to support phonics sessions. (Family attendance numbers)</li> <li>• Teachers and Support staff to target children for extra sessions. (Number of additional sessions provided for targeted pupils)</li> <li>• LKG / CK / JD give extra capacity and focus when required. (Number of additional sessions provided for targeted pupils)</li> </ul>	<p>All children are having regular opportunities to read and acquire reading skills and make good progress in reading.</p> <p>Improvement in reading as indicated by the CEM baseline test data and teacher assessment.</p>
<b>B.</b>	<p><b>EAL – poor oral language skills and limited range of vocabulary.</b></p> <p>Use Little Bridge as an intervention for EAL pupils and introduce to families with home access. (Little Bridge usage figures analysed)</p> <p>Use of ambitious vocabulary with pupils in a variety of contexts across our E3L themes. (Vocabulary logs established and analysed by number and complexity of new vocabulary and evidenced in pupil writing)</p>	<p>Improvement in reading as indicated by the CEM baseline test data and teacher assessment.</p>
<b>C.</b>	<p><b>Emotional and social issues that impact on relationships in class and school.</b></p> <p>Support for staff in developing the use of social stories and communication strategies which support improved language for emotions</p> <p>Support for families to identify triggers and strategies to ensure consistency in approaches between home and school</p>	<p>GLD reflects improved outcomes in PSED</p> <p>Reduction in recorded incidents in behaviour relating to SEMH</p>

<p><b>D.</b></p>	<p><b>Challenges in home lives make it difficult for carers and parents to support children in their learning at home</b></p> <p>Share ways that parents can support at home. (Increase in the number of postings on Class Dojo) Encourage and support the use of online resources at home such as Bug Club</p> <p>Track attendance at INSPIRE Workshops in Reading, Handwriting and Maths (Family numbers attending)</p> <p>Provide simple games and model how they can play them at home with their families. (Use of games as illustrated on feedback sheets provided to families)</p>	<p>Increase in evidence of home learning and activity by families to support their children's' learning. Class Dojo entries, reading log responses etc</p>
<p><b>E.</b></p>	<p><b>Low home aspirations and expectations</b></p> <p>Subsidise school trips and additional experiences for PP students and their families</p> <p>Develop STP Passports to Success programme alongside inspire workshops to engage families</p> <p>Cross phase workshops to inspire and motivate PP students and families (Primary/Secondary, Primary/PVI or Primary Sixth Form)</p> <p>Gifted &amp; Talented PP provided with additional extra-curriculum time and experiences.</p>	<p>All PP pupils attending offsite and cross-site experiences</p> <p>Increasing attendance at parental workshops</p> <p>PP pupils represented within gifted and talented</p>
<p><b>F.</b></p>	<p><b>Poor punctuality / Low attendance – lack of value placed upon regular attendance and punctuality by families</b></p> <p>Attendance of PP pupils to reach school target. (Pupil data)</p> <p>Attendance of persistent absentees to be in line with national. (Pupil data)</p> <p>Higher % attendance at workshops and school events to support families in home learning. (Family numbers attending the workshops)</p> <p>Punctuality matches school target. (Pupil data)</p>	<p>Attendance for PP pupils above 96%</p>
<p><b>G.</b></p>	<p><b>Lack of family resources mean children do not access a range of wider learning experiences to enrich their learning and understanding</b></p> <p>PP children have full access to extracurricular activities and provision and participate fully. (Pupil participation figures)</p>	<p>Provision of funded before and after academy care, extracurricular trips or activities or additional items of uniform if they have issues accessing</p>

## ACADEMIC YEAR

Action/Mechanism	Link towards school barrier	Cost	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
Additional staffing and interventions	A,B,C,D ,E,F, G	£21,870	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months)</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Support development of speech and language/communication and language. Nurture and other social/emotional interventions used to support children.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL	CK	July 2020
SLT support to focus on achievement & enrichment	A,B,C,D ,E,F	£1,500	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p> <p>Improve provision for the 'most' disadvantaged children for example integrating the use of the Birmingham Hippodrome into the curriculum. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and also promote cultural capital.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations	LKG	July 2020
Improving access to ICT/technology	A,B, D	£5,000	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).</p> <p>Ensure PP families have internet and device access at home. Use Class Dojo to increase family engagement</p>	Audit of Home Access Virtual learning walks, online access stats, parent and pupil voice	LKG	July 2020
Inclusion support	E	£1,340	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage,</p>	Weekly meetings with SENco, SLT meetings, learning walks, lesson	CK	July 2020

			<p>rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p> <p>Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p>	observations, staff and pupil voice		
Additional speech and language	A,B,C,D	£3,500	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by EEF: Oral language interventions (+5months), Small group tuition (+4months).</p> <p>Provide additional support for children who have been identified. External speech and language teacher to also train and support staff.</p>	Welcome data, pupil progress meetings, liaison between external expert	CK	July 2020
Subsidised educational visits and residential	C,D,E	£1,060	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.</p>	Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes.	LKG	July 2020
Enhancing classroom resources / training	A,B,C, D,F	£2,840	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations	CK	July 2020
Provision of breakfast and after school care	D,E,F	£2,486	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by EEF: Social and emotional support (+4months).</p>	Termly review and during progress meetings with teachers, learning walks, lesson	CK	July 2020

			School to support children/families who need additional support to ensure children are fed and comfortable to learn.	observations, weekly meetings with DDSL		
<b>Total budgeted cost:</b>						<b>£39,596</b>