



Celebrating Learning Together

Pupil premium strategy statement: primary schools

1. Summary information					
School	Shebbear Community School				
Academic Year	19/20	Total PP budget	£20,380	Date of most recent PP Review	Sept 19
Total number of pupils	62	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Feb 20

2. Current attainment

In 2018/19 four disadvantaged pupils undertook the end of Key Stage 2 assessments (SATs) in a cohort of 11 children (36%). The outcomes were as follows:

	Reading	Writing	Grammar, Punctuation and Spelling	Mathematics
Shebbear Disadvantaged Pupils (expected standard)	50%	50%	50%	75%
Shebbear Non-disadvantaged	86%	100%	86%	71%

Pupils (expected standard)				
National (all pupils) (expected standard)	73%	78%	78%	79%
Shebbear Disadvantaged Pupils (higher standard)	25%	25%	25%	25%
Shebbear Non-disadvantaged Pupils (higher standard)	29%	29%	14%	29%
National (all pupils) (higher standard)	27%	27%	36%	20%

We have not been able to include national testing data for EYFS, Y1 Phonics and KS1 SATs as the groups are so small it may be possible to identify individual pupils.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some of our disadvantaged children join the school with literacy and numeracy below the level normally expected for their age.	
B.	Some our disadvantaged pupils lack aspiration and resilience	
C.	Some of our disadvantaged pupils lack the levels of cultural capital to maximise their success in school and later life	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some of our disadvantaged pupils have less support at home with homework, reading etc than their peers and have restricted life experiences which help build cultural capital	
E.	Some of our disadvantaged pupils have attendance rates well below their peers meaning they miss parts of their learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All disadvantaged children make good or better progress during the year and over time (from all starting points).	Pupil books and class data indicate that disadvantaged pupils are making good progress and are closing the gap on their non-disadvantaged peers.
B.	Disadvantaged children develop strong basic skills which will support their learning over time (language, reading, writing, vocabulary, mathematics)	Pupils make progress with these key skills and are able to access the school curriculum effectively. Children are learning more and remembering more.
C.	Disadvantaged pupils develop a strong love of learning and therefore enjoy school and continue to flourish. They build good levels of cultural capital.	Pupil and parent feedback indicates high levels of enjoyment and positive attitudes to learning. Attendance is in line with their peers. They are able to display through their work and discussions in increase in cultural capital.

D.	All disadvantaged pupils are able to participate in all aspects of school life and are excluded from activities because of cost.	Inclusion in all aspects of school life supports positive attitudes to school which impacts on learning development.
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5. Planned expenditure					
Academic year	2019-2020 budget allocation £ £20,380				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Higher standards of teaching and learning lead to strong outcomes for all pupils including disadvantaged. Pupils develop strong basic skills. Pupils are taught a wide ranging curriculum which engages all pupils in school and builds cultural capital.	These key areas form the basis of our school improvement plan which supports a variety of initiatives to raise standards. The school is able to adopt a three class structure despite the overall reduction in pupil numbers. A greater emphasis is placed on the wider curriculum. Additional teaching assistant time is provided in the afternoons to support science and foundation subjects.	The school is focussed on ensuring all pupils leave Shebbear with strong basic skills not least being able to read well and be fluent in mathematics. We need children to be well prepared for the next stage of their education. The school wants the children to build strong knowledge across the school curriculum. We particularly want the children who may have fewer opportunities at home, to build their cultural capital.	English and maths subject leaders are undertaking additional training. Staff inset will focus on these key areas. Pupil outcomes will indicate the success of this strategy – hearing children read, work in their books, assessments outcomes etc. There will be close monitoring of the school's curriculum intent along with its implementation and impact. Conversations with pupils and work in their books reflect their increased knowledge and retention of this.	AF, RE, NA Subject leaders	Through termly pupil progress meetings and regular monitoring of standards of work. This will form part of the cycle of school monitoring.
Total budgeted cost					£11,00
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

The school is able to offer a range of targeted interventions including for disadvantaged pupils.	A range of interventions are used including The Power of 1 and 2 along with additional reading opportunities and maths fluency support.	Interventions will allow the gaps in pupil knowledge to be filled. The focus on developing fluent reading will enable pupils to access the whole curriculum.	Regular reading with identified pupils and monitoring of their work across the curriculum.	LG, NA	On a half termly basis.
Pupils, parents and staff are clear on pupil strengths and areas for improvement and this will allow a targeted approach to individual pupil needs.	Pupils in KS1 and 2 to undertake INCAS+ assessments. This will allow a clear comparison of the progress made from when the children undertook these assessments last year. Outcomes are reported to parents so they are clear on the progress being made.	The outcomes will indicate the effectiveness of strategies being used to support pupils including reading. This will allow lower achieving pupils to have an accurate indication of progress being made year on year and allow school staff to plan for future needs.	Data will be reviewed and cross referenced against ongoing school assessments to provide a clear picture of individual pupil strengths and areas for development. This information can be used when monitoring standards, meeting with parents and tracking pupil progress. It will provide a reliable source of evidence to track pupil progress year on year.	NA	Initial review following completion of the assessments and then regular reviews throughout the year.
Total budgeted cost					£6,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils are able to access all aspects of school life including extra- curricular activities. This leads to enriched experiences which support improved school outcomes.	Ensure that financial support is available where needed to support pupils who may otherwise miss out.	Enrichment club access is linked to higher emotional wellbeing, aspirations and developing a broader range of skills. Opportunities to take part in visits and co-curricular activities will help build cultural capital.	Subsidies provided whenever needed so all pupils can access trips, clubs etc. Monitor participation and pupil progress in school.	HT	At the end of each term.
Having a hot, nutritious meal at lunchtime supports pupils in developing their learning skills leading to them making good progress.	Provide a level of subsidy to our school kitchen so that it can continue to provide daily, cooked on site, meals for all pupils including our disadvantaged pupils.	The relatively low numbers at the school means the kitchen is unable to break even. This is supported by a subsidy from our pupil premium allocation and means the kitchen can continue providing daily hot meals rather than providing cold lunches or bringing them in from elsewhere.	Continue to monitor the take up of school meals and promote the facility to raise numbers using it. Ensure pupils, including disadvantaged, eat well at lunchtime and this supports good concentration in the afternoon and progress in their learning generally.	HT	Regular updates from the school kitchen and office on pupil take up. Pupils progress meetings each term.
Total budgeted cost					£3,380

6. Review of expenditure				
Previous Academic Year		2018 – 2019 budget allocation £22,091		
i. Quality of teaching for all				
Desired outcome	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
Standards of writing and mathematics improve across the school leading to improved pupil outcomes.	These key areas form the basis of our school improvement plan which supports a variety of initiatives to raise standards.	Standards across the school have improved with proportions of pupils achieving the expected outcomes in KS1 and 2 in line or above national averages. A greater number of pupils (including disadvantaged pupils) achieved the higher standard.	A focus on quality first teaching will remain. Expectations on pupils will continue to be high.	£13,250
Smaller class groupings for English and maths support accelerated progress from all starting points.	To provide an additional 0.5 class led by a teacher. This meant that other classes could be smaller and reduced the age spread of pupils in each class.	Outcomes for pupils in statutory assessments were much better at both KS1 and 2. Pupils in other year groups were able to receive more direct interaction to support progress.	Due to financial constraints the school will not be able to continue this strategy. However, PP funding will ensure that the school can maintain a three class structure.	
ii. Targeted support				
Desired outcome	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

<p>Disadvantaged children have taken part in targeted intervention over the course of the year.</p> <p>Pupils, parents and staff are clear on pupil strengths and areas for improvement and this will allow a targeted approach to individual pupil needs.</p>	<p>Interventions to be put into place for each year group and disadvantaged children to form part of these groups.</p> <p>Pupils in KS1 and 2 to undertake INCAS+ assessments. These were used to produce age standardised scores in reading, maths and developed ability.</p>	<p>Direct interventions have supported pupil, including disadvantaged, in developing their skills and knowledge not least in reading and maths fluency. This has helped support improved outcomes in KS1 and KS2.</p> <p>Outcomes were able to provide an accurate picture of pupil ability in key areas (reading and maths in particular) and allow an accurate method for tracking the progress of pupils working below the expected standard. Information was fed to parents/carers who were clear on strengths and areas to work on. It allowed school to target support appropriately.</p>	<p>Interventions to continue.</p> <p>Yearly assessment to be completed again in new year. This will allow the school to accurately measure the progress made particularly in key skills such as reading.</p>	<p>£8,510</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>All pupils are able to access all aspects of school life including extra- curricular activities. This leads to enriched experiences which support improved school outcomes.</p> <p>Having a hot, nutritious meal at lunchtime supports pupils in developing their learning skills leading to them making good progress.</p>	<p>Ensure that financial support is available where needed to support pupils who may otherwise miss out.</p> <p>A hot nutritious lunch is available to every child, even if this means providing the onsite kitchen with a subsidy.</p>	<p>Pupils were not denied the opportunity to participate in clubs or activities. The school worked with parents to ensure no child was denied in activities such as the residential visit to Rock and Rapid or the variety of trips offered. This supported the development of cultural capital amongst pupils including disadvantaged.</p> <p>This strategy meant the school was able to offer hot meals to all of our pupils including disadvantaged. The lower pupil numbers at the school mean the kitchen may not be sustainable in the longer term. Having a hot meal is linked closely to increased levels on concentration during the afternoon sessions of school and supported our school mantra of 'Every lesson, every day'.</p>	<p>The system worked well and the school engaged openly with some families to ensure support was in place without parents being made to feel uncomfortable.</p> <p>The school plans to continue with this strategy in the coming year.</p>	<p>£2,000</p>

7. Additional detail

The school currently has fewer disadvantaged pupils than the national average (16% compared to 24% nationally). However, the school continues to have pockets of deprivation evident. Shebbear is a reasonably affluent area where there is quite a high level of in-migration from the south east of England. However, it should also be noted that Shebbear lies within the district of Torridge which holds a national ranking of 17 in England for lowest average salaries. This combined with relatively high house prices means houses in the district cost ten times the average salary making it one of the least affordable places in England to live. This means there can be quite a significant disparity between home circumstances amongst our pupil population.

The school has seen a drop in pupil numbers over the last two years as a result of more Year 6 children leaving than reception children joining. There appears to be fewer children of school starting age and this would be verified by our neighbouring pre-school who have also experienced this drop. Enquiries for admission in September 2020 have been strong and the school is estimating that there will be sufficient numbers to fill the reception class PAN of 10. As a result of the current dip in numbers, the school's income has declined and classes and support have had to be re-structured to ensure the best possible teaching and learning within the school budget.