



Shirley Warren Primary and Nursery School - Impact of Pupil Premium Spending 2019 - 20

Total number of pupil	446
Number of pupils eligible for Pupil Premium	£176,990
Total Pupil Premium budget	30.8% 121 + 7 EY (National is 15.4%)

Due to Covid 19 and a dramatic change in leadership, many of these targets have not been met.

Barriers to attainment 2019-20				
In-school barriers (issues to be addressed in school)				
		Desired outcomes (Desired outcomes and how they will be measured)	Success criteria (RAG rating to show if this has been completed / has had an impact)	Outcome met?
A	Oral language skills & language development in Reception & KS1 are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception and KS1 and KS2 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations and narrow the attainment gap to move towards it being equal or exceeding that of non-PP pupils	No. No data to support due to lack of accurate internal assessment processes and the impact of Covid 19 on the end of the school year. As a result, no external assessment took place. Within classes, teachers were asked to focus on language development. Not enough time or support was given to develop pedagogical understanding of this.
B	Pupils who are eligible for PP have lower attainment in reading, writing and maths than other pupils across	Higher rates of progress and attainment in KS1 for reading, writing and maths	Pupils eligible for PP identified make accelerated progress across Key Stage 1 in maths, reading and writing	No. 2019 / 20 end of Key Stage 1 tests and assessment did not take place due to Covid 19. As a result,

	Key Stage 1, despite making good progress from well below average entry points.		and narrow the gap to non PP nationally. Measured in Y1 and 2 by teacher assessments and successful moderation practices established.	there is no evidence to support the progress that pupils made.
C	Pupils who are eligible for PP have lower attainment in reading, writing and maths than other pupils across Key Stage 1, despite making good progress from well below average entry points.	Emotional issues of pupils attending nurture group or receiving ELSA sessions addressed.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Children make expected progress in their learning.	No. Nurture has impacted on some children in terms of behaviour but not on those with extreme anxiety. There is no end of year data to support impact in terms of assessment.
D	In school progress data tends to indicate a gap between those eligible for PP in Key Stage 2 than for other pupils, particularly in writing.	Higher rates of progress and attainment in reading and writing across KS2 for those in receipt of PP.	Pupils eligible for PP will make higher rates of progress in reading and writing and will diminish the difference between their progress and that of non- PP pupils nationally.	No. 2019 / 20 end of Key Stage 2 tests and assessment did not take place due to Covid 19. As a result, there is no evidence to support the progress that pupils made.
External barriers (issues which also require action outside school)				
E	Absence rates for pupils eligible for PP are 7.1% (national 5.7%) compared to 3.4% for non PP children in school (national 3.7%). PP eligible children classed as persistently absent is 25.2% (national 16.5%) compared to 5.5 % for non PP pupils (national 5.8%).	Reduce absence rates for pupils eligible for PP and narrow the gap between school PP v school non PP and National non PP.	Absence rates for pupils eligible for PP will be closer to the national of 5.7% PP eligible children classed as persistently absent is will be closer to the national of 16.5%.	No. No evidence to show the impact of this. Some of the initiatives had an impact on one or two children. Breakfast Club initially increased attendance for these children. Attendance data for the groups was not tracked.
F	Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school	Increase attendance of families of Pupil Premium children at home-learning events and use of school support	Increase the number of children eligible for Pupil Premium completing homework and reading at home regularly	No. No evidence to show the impact of this.

Planned Expenditure 2019-20					
Quality of teaching for all			Total budgeted cost: £79,481		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Target met?

A / D	Review provision to ensure it is engaging and planning to ensure it is correctly pitched. Activities related to this need to be suitable to the needs of the pupils. Talk 4 Writing strategies to support oral development to support progress in writing and reading. In addition the new Learning Journey for writing addresses audience and purpose.	Impact shows improvement in writing, reading and maths progress for disadvantaged pupils at the end of KS2. However the attainment gap for disadvantaged pupils at the end of KS1 needs to be addressed as this has increased. (This reflects the dip in outcomes for KS1 2019).	<p>Learning Journey for writing to address audience and purpose.</p> <p>Planning support for target year groups and coaching by DHTs.</p> <p>Talk 4 Writing strategies to be further embedded and cpd focusing on GDS for teachers and teaching assistants.</p> <p>Purchase of curriculum materials as necessary and cpd to ensure full use</p> <p>Target year groups receive coaching and planning support from DHT</p>	Reading and English Lead	<p>All reading and writing LTP and MTP in place - written by AHT.</p> <p>Talk for Writing is used in places across the school.</p> <p>AHT coached in target year across the school.</p>
B	CPD & coaching provided for staff to improve the quality of teaching and planning to secure good progress for all learners	Coaching secured a significant increase in the quality of teaching.	Triangulation of evidence such as lesson observations, work scrutiny and progress reviews used to target effective coaching.	DHT	Due to a change in leadership and staffing structure, the DHT was unable to complete this. Coaching provided by the AHT.
B	Release time to support leaders to support teachers for development work for writing and reading.	High quality support during planning and school improvement work increased the % of good or outstanding teaching.	Review impact of targeted support	DHT	Planning support was provided during PPA time by the AHT. This was not consistent and therefore had limited to little impact.
A	Screening of PP children in YR to ensure that early intervention is put in place for those children with language delay	The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code)	<p>Speech and Language to assess children using ECAT tracker and BPVS in the Autumn term and refer to appropriate agency if needed</p> <p>Ensure oral language activities are matched to learners current stage of development so that it extends their learning and connects with the curriculum</p>	SENCO	This did not happen due to change in leadership. SALSA cancelled and NELI programme introduced.

A and D	Screening of PP children in Y1 to assess phonics skills	Evaluation can identify strengths and weaknesses so that adjustments can be made to support the child's learning.	Y1 teachers evaluate phonics skills of children and analyse results to ensure that the provision suits the strengths of the individual children and that suitable interventions are in place if needed.	KS1 lead Y1 team	All children across EYFS and KS1 screened in the Summer Term. This was in preparation for a restructure to the teaching of phonics across the school. This had shown impact.
A	Increased time with Speech and Language service to quality assure that identified children with language delay receive appropriate support and make progress	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. (EEF Toolkit)	<p>Half day (afternoon) sessions bought on a monthly basis with SALTA</p> <p>SALSA training identified TAs to support on S&L programmes – Narrative training</p> <p>Attention Autism – communication programme to support concentration for communication (S&L therapist lead)</p> <p>BLAST – early intervention for language and communication in Early Years. (S&L therapist lead)</p> <p>Purchased individual S&L therapist support for CLA in Pre-Nursery</p> <p>EYFS focus – Additional adult 5 days per week to target identified pupils at risk of S&L delay</p>	Senco Speech and Language Teaching Assistant	<p>One TA was trained in Speech and language and ran narrative training in reception.</p> <p>One TA attended an Attention Autism course - she now supports reception TAs to run an intervention programme.</p> <p>The BLAST Programme purchased but did not run properly last year.</p>
B and D	Booster Teachers for children identified and needing support	To accelerate progress for children not making expected progress.	<p>Consolidation of understanding. Increased progress of targeted children.</p> <p>Increased confidence and engagement in whole-class learning.</p>	Mary Williams and Nicky C	<p>Mary Williams left at Christmas.</p> <p>Unable to impact Nicky's work as SATs did not take place due to Covid 19.</p>

			Improvements in self-confidence		
Targeted support			Total budgeted cost £70,950		
C	Nurture group	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Nurture work in the school demonstrates a significant impact as evidenced by Boxall Profile assessments and progress data for those children.</p>	<p>Dedicated nurture time for targeted children</p> <p>Nurture staff and resources</p>		Nurture groups are in place for a range of children with differing needs.
C	ELSA intervention	<p>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). (EEF Toolkit)</p>	<p>Full time ELSA (Emotional Literacy Support Assistant) in school to support children 1:1 or in groups. This may include social skills, friendships, anger management, bereavement, understanding and recognising feelings etc.</p> <p>Use of pre and post assessments such as the Boxhall Profile to evaluate the success of the intervention.</p>	Senco ELSA team	<p>Limited ELSA support took place last year due to staffing.</p> <p>Instead of the Boxhall Profile the EP recommended a scale of -7 - this is in use across the school.</p>
C	Behaviour Interventions	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities</p> <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF Toolkit)</p>	<p>Pivotal host INSET day training for whole school</p> <p>NVR programmes within school</p> <p>SLT and teachers uses targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders</p> <p>Reduction in fixed term exclusions and behaviour incidents</p> <p>Pupil survey shows improved ratings</p>	SENCo ELSA team SAOS Educational Psychologist Pivotal Learning	At the end of the academic year, behaviour was still a significant issue across the school. (PP numbers.)

			Children receiving support make at least expected progress		
F	Engage parents in aspects of their children's learning	Schools which successfully engage parents make use of a broad understanding of parental engagement, and their parental engagement strategies accord with the interpretations and values of the parents they are aimed at. Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools Research Report DFE-RR156	Timetabled sessions for parents to engage and develop an understanding of their children's learning	Leadership Team FISO	Not in place.
F	Reduce the proportion of disadvantaged pupils who are persistently absent and so missing 10% of school	The rate of absence for PP children has increased and is now significantly above the national for other PP children and non PP children..	Action plan for attendance	FISO Attendance officer SLT	Michelle made home visits to BB.
C	1:1 support where necessary to enable those and others to access the curriculum	Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum. Current ELSA or FISO support in the school demonstrates a significant impact as evidenced by Boxall Profile and Southampton Emotional Literacy assessments.	Time set aside for nurture style interventions for identified children	SENCo Inclusion Team	This is not in place.
A, B, C and D	Increased allocation of Educational Psychologist time	Targeted pupils, their families and staff gain access to professional guidance and support from an Ed Psych. This guidance and support is aimed at developing individual competencies in teaching/supporting pupils with complex learning needs.	Targeted pupils meet their IEP targets. Targeted pupils make Accelerated progress.	SENCo	Seven pupils received EP support. The school had four days left over - these were not used in the Summer Term due to Covid and cannot be transferred. These will be used in 19/20 for reviews and consultations.

B and D	Paired Reading	WHAT WORKS FOR CHILDREN WITH LITERACY DIFFICULTIES?" Brooks, G. (2002) DfES research report 380. Good value Improvements in pupil's reading accuracy and comprehension- all ratio gains were highly statistically significant (p<0.000) for both accuracy and comprehension. Impact – sufficient to double the standard rate of progress	Children engaged in reading – demonstrated through sustained reading in school planners – i.e. not switching books regularly. Children achieving or exceeding end of year targets in reading.	SENCo EP support	There is no paired reading system in place.
B and D	Precision teaching intervention	Reviews of impact identify increased progress for children access Precision teaching	Trained teaching assistants work with identified TAs daily for 20 minutes	SENCo	All TAs trained in precision teaching by Becky. Teachers were trained by the EP.
D	Y6 Reading Intervention	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. EEF Toolkit	Additional teachers read with individual children who are not reading regularly at home Accurate diagnosis of reading difficulties to identify possible solutions Children make at least expected progress in decoding the words, understanding the structure of the language used or understanding particular vocabulary	SLT Upper KS2 Leader	No evidence to support the impact of this.
	1:1 Tuition with qualified teachers	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. (EEF Toolkit)	Progress is evaluated Children feel more confident in their learning Impact is evidenced in their books	SLT 1:1 teachers	This was taking place; however, there is no assessment data to evidence the full impact of the tutoring.
Other approaches			Total budgeted cost: £33,520		
F	Coffee Morning as a weekly drop-in session for parents on a variety of areas – e.g. curricular, parenting, SEND etc.	Coffee Morning as a weekly drop-in session for parents on a variety of areas – e.g. curricular, parenting, SEND etc.	Register shows increasing number of parents attending	FISO	Very few parents attended coffee morning - this was not successful. When parents did attend, it was to

			Informal evaluation at the end of each session and beyond – e.g. discussion with parents.		provide a safe space for them and a place to meet.
E and F	FISO to offer individual and group parenting sessions targeting vulnerable families	Children (and adults) feel most secure when their lives have established routines. These help families function more effectively, not only because things like meal times and getting to school are more organised, but because children are happier and more secure knowing what is expected of them. Problems at school and failure to achieve in education are likely to have a negative impact on wellbeing.	Targeted families take on a greater role in their children's learning. Attendance increases Children arrive in school calm and ready to learn		Michelle referred at least 15 - 20 parents onto the NVR. This was hosted in school in Feb / Nov 19.
E	FISO to monitor PP children's attendance and target support for families to increase attendance rates overall	Attendance and attainment are closely linked. We cannot improve their attainment if they are not attending school, NFER briefing for school leaders identifies addressing attendance as a key step	Thorough briefing of attendance team about existing attendance issues. FISO included in monthly attendance reviews. Personal phone call to all parents of PP children if absent. Attendance Officer, FISO will collaborate to ensure provision and school processes work smoothly together Fund rewards and trips for excellent attendance and punctuality	FISO Attendance Officer	Attendance reviews took place. Michelle and Sarah would contact PP children daily to ensure attendance. Sarah Worley has set up awards for attendance. No trips took place this year.
C	Residential experience for Year 5 – Stubbington- Overnight camp trip for Year 6 - Woodmill	All year 5 and 6 pupils are offered a residential and overnight camping trip, where they take part in team building and cooperation activities. They learn to look after themselves and it gives them the opportunity to try different challenges to stretch their potential and self-awareness.	Pupils are given the confidence to try new activities and stretch themselves on a personal level.	Business Manager	The trip to Stubbington took place and was very successful. Pupils thoroughly enjoy this trip and the opportunities that they are given. The Woodmill trip was cancelled due to Covid 29.

D	Purchase of home study and revision support packs for Year 6 pupils. Parent workshops invite parents into school to learn how to use the materials effectively.	Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.	PP children reaching end of Key Stage 2 expectations, aided in part through utilising the packs.	Upper KS2 Leader	Books were purchased in the Spring Term. No impact shown as there is no end of year data.
D	Music Tuition Y4 and above	Benefits for learning appear to be more achievable with younger learners, with some promising evidence supporting the academic impact of programmes which develop skills in music performance in particular. (EEF Toolkit)	All children have the opportunity to learn a musical instrument. The same proportion of Pupil Premium eligible children will learn a musical instrument	Music Leader	100% of children were able to learn a musical instrument.
C, E and F	Breakfast Club	To ensure children have a meal/breakfast at the start of the day to help them be ready for learning. Also to support parents with childcare issues and/or lateness - supporting home life and employment opportunities.	Targeted free places for those children in receipt of PP Improved attendance for those targeted Improved employment opportunities	Business Manager	There is very limited attendance at Breakfast Club. Some PP were given a breakfast at the previous Head's discretion.
E	Radio Warren	To encourage identified children to achieve good attendance.	Identified children come in early to school to make the morning radio show with training TA.	Business Manager	This has not taken place.
C	Extra-curricular activities	Subsidise places in extracurricular activities after school clubs and holiday clubs to increased engagement in school. Raising expectations. Widening horizons. Improved relationships and cooperation within the class	Equal proportions of PP children and non PP children attend after school clubs	P.E Leader Admin Officer	Prior to Covid 19, a wide variety of extra curricular activities took place across the school. Fewer PP pupils attended these. However, attendance of pupils eligible for the PP at holidays clubs was higher than the non Pupil Premium pupils.
C	Enrichment activities such as theatre groups and subsidised trips	These activities raise pupils' self-esteem and give them a chance to shine through a different learning medium	The curriculum is enhanced by planned activities to develop pupils own skills which can be transferred to other areas of the curriculum	DHT and BM	No additional trips were organised with a focus on raising attainment or enjoyment for Pupil premium pupils.

C, E and F	Support for families of children in receipt of PP to provide uniform, food bank vouchers and travel costs	Ensuring that children's basic physical needs are covered Some evidence that welfare funds can improve attendance (EEF Toolkit)	Increased engagement and readiness to learn	FISO	Some Pupil Premium children have received uniform.
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