



## Shinewater Pupil Premium Strategy 2017/18

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).

In the 2016/17 financial year, schools received £1,320 for each eligible primary aged pupil.

In 2017/18 financial year the schools will receive £1,320 for each child registered as eligible for FSM at any point in the last 6 years.

Schools will also receive £1,900 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30<sup>th</sup> December 2005, or left under care
- A special guardianship or residential order

More information is available on the Department for Education website:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website. Please see the 2016/2017 report for information regarding how this funding has been spent for the 16/17 year and the impact of this funding.

## Our School

This report details how Shinewater Primary School and Nursery will effectively use its Pupil Premium funding this academic year. Shinewater Primary School and Nursery is an inclusive school where a high priority is given to the progress and well-being of pupils deemed to be vulnerable or disadvantaged. At Shinewater we have high aspirations and ambitions and believe no child should be left behind. Pupil premium expenditure is based on research and data analysis provided by The Sutton Trust (EEF), ASP (Assessing Schools’ Performance) and Fisher Family Trust, as well as analysis of in-house data, pupil and parent voice and feedback from pupil progress meetings and monitoring by senior leaders in the school.

### Nature of Support 2017-2018

Focus on families and community	26%
Focus on learning and the curriculum	36%
Focus on social, emotional and behaviour/mental health	26%
Focus on wider opportunities and enrichment	12%

## Main Barriers to Learning for Disadvantaged Pupils

Social emotional and behavioural/mental health needs	Identified through behaviour analysis, welfare records of concern and entry and exit data created by pupil voice
Parental engagement/low aspiration/home learning/attendance	Identified through analysis of attendance at events, class home/school activity monitoring and analysis of school attendance patterns
SEND/able disadvantaged pupil overlap	Identified through data analysis

## Number of pupils and Pupil Premium Grant (PPG) received 2017-2018

Total number of pupils on roll	411
Total % of pupils eligible for PPG	52%
Amount of PPG received per pupil	£1 320
Total amount of PPG received	£266 000

## Pupil Premium Expenditure 2017-2018

Parental Engagement	Impact
<p><b>Outcome Measure</b>  <b>EEF: Homework +2 months</b>  <b>EEF: Parental engagement +5 months</b></p> <p><i>-% increase in pupils completing homework</i></p> <p><i>-% increase in parents participating in school open evenings or equivalent events</i></p> <p><i>-results of pupil/parent questionnaires</i></p> <p><i>"In the early years, parental involvement has a significant impact on children's cognitive development and literacy and number skills. Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education. Parental involvement has a significant effect on pupil achievement throughout the years of schooling. Educational failure is increased by lack of parental interest in schooling. In particular, a father's interest in a child's schooling is strongly linked to educational outcomes</i></p>	<p>The school aims to provide outreach to parents who may find it challenging to participate in some activities. Research indicates that parental engagement has a significant effect through a child's school years. Levels of parental engagement are linked to parental status, but in parenting it is what you <b>do</b> rather than who you are that counts. Even where families live in challenging socio-economic circumstances children can achieve if parents are committed to their education.</p> <p>Identified areas include:</p> <ol style="list-style-type: none"> <li>1. Teacher release time for ½-hour collaboration sessions twice a year to set up a systematic process to work in partnership with parents and carers. Teacher will have the opportunity to focus on listening to the parent/carers point of view, to understand what they see as the key barriers for learning for their child, what has worked in the past and what are the hopes and dreams for their child and the provision they would like to see in place.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Partnership for progress sessions- training on how to deliver structured conversations with parents and pupils has taken place. Extended sessions have taken place with some families. This will be embedded in the academic year 2018/19.</li> <li>2. To be completed summer 2018.</li> <li>3. X 3 assistants have qualified as Thrive practitioners- Impact= key worker system has been established.</li> <li>4. X 3 Triple P sessions have been delivered on a range of subjects including e-safety and dealing with emotions as parents. 22 families have attended and the feedback has been the sessions were valuable. The school will be appointing our own parent contact lead for September to improve consistency of access for parents and a familiar face.</li> <li>5. A homework survey has been carried out with all stakeholders and a new design for homework will be in place for the next academic year.</li> </ol>

for the child.  
 Most parents believe that the responsibility for their child's education is shared between parents and the school. Many parents want to be involved in their children's education. In a recent study in England 72% of parents said that they wanted more involvement.  
*(The Impact of Parental Involvement on Children's Education-DFE)*

'Parental aspirations and attitudes to education varied strongly by socio-economic position, with 81% of the richest mothers saying they hoped their nine-year-old would go to university, compared with only 37% of the poorest mothers. Such adverse attitudes to education are one of the single most important factors associated with lower educational attainment at age eleven.'  
*(Poorer children's educational attainment 27)*

Cost:  
 Parent support and release time £20 000  
 Internet café-approx. £30 000  
 Clubs-£5 000  
 Digital learning-£10 000  
 Resources £5 000  
 Community projects £10 000

2. Establish an "Internet Café" providing an IT/homework area enabling parents access facilities that they may have at home
3. Thrive work across the school, including funding a Thrive teacher in the rainbow Room and fully trained support staff
4. Triple P parenting-seminars and discussion workshops
5. CDP for staff on parental engagement, involving parents in planning the programme and providing input
6. Launching a school PTA
7. Improvements in parent/ carer communication and feedback including establishing parent/carer forums, wow certificates and good news letters home
8. Class planning to include regular opportunities for parents, carers and grandparents to come into school for workshops, activities and social events with a particular focus on "dad/male" role model sessions.
9. Providing funded parent pupil clubs such as fitness, cooking and craft
10. Increase phonics awareness session for parents and how they can support their child at home to enable the school to diminish the gap between setting and national data
11. Funding for parent child educational materials e.g. website access at home- Sumdog/My Maths/No Nonsense Grammar etc./ revision guides for Year 6
12. Parent community projects e.g. development of a sensory garden/growing fruit and vegetables to develop a healthy eating philosophy/ parent lunch box workshops.
13. Change for life activities
14. Engaging parents with developing pupil interventions

6. A PTA has been established and is represented by parents, teacher, support staff and a governor. Links have been established with the school council. The PTA has provided fund raising activities, social events and support for charities. (over £2K raised for others)  
 Impact=
  - Service to others
  - Improved home /school links-school heart of community.
7. Parents receive regular newsletters and PP money has been spent on purchasing Marvellous ME! This enables parents to receive wow comments, positive feedback on their child and class updates. This has been well received -75% of parents are responding to the system via their phones and PCs.  
 A key diary date system is in place across the school. Teachers have planned for a minimum of one parental engagement session per term. Whole school board games sessions with parents/carers/grandparents  
 Examples have included:
 

Year Group	Parental Engagement
Nursery	Royal wedding tea party
YR	Regular stay play and learn
Y1	Book mark making
Y2	Sewing
Y3	Ukulele performance/book shares
Y4	Roman day-artefacts and images
Y5	Digital sharing
Y6	Greek tea party
8. Phonics clubs for parents and pupils. Boxercise in progress
9. Phonic home school links have had a significant impact on data. Workshops for parents and pupils have been held and home school packs issued. Apps have been purchased.



Phonics	All		Disadvantaged		Non Disadvantaged	
	National	School	National	School	National	School
2016/17	81.1%	60.7%	70.0%	44.4%	83.8%	68.4%
2017/18	82.5%	85.2%	71.7%	81.0%	84.7%	87.9%

10. Revision guides purchased have provided valuable support for parents and pupils. KS2 SATS data has increased in all areas.

The school won the East Sussex Sumdog competition in May with several pupils receiving individual awards. Sumdog has used Shinewater as an example on their website.

11. The sensory garden project is currently under consultation however, links with a local Councillor has indicated the community would also like to contribute to this project-carry forward project for 2018/19. A gardening club with parents has been developed, as well as a toddler and parent outdoor learning sessions.

12. The website has been updated with a “Wonderful Wellbeing” section to enable parents to access healthy lifestyle information.

13. Health information is included in newsletters  
Several sporting clubs are now in place to develop physical wellbeing.

Pupil voice indicates: 88% pupils agree school helps promote health.

14. Parents are regularly consulted by class teachers and TAs. Bespoke interventions are established both at home and in school. Exit and entry data is shared between professionals and with parents and carers.

15.

## Develop High Level Pupil Feedback

## Impact

### Outcome Measure

EEF: Feedback +8 months

*Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.*

(EEF Toolkit)

### Cost:

£5 000-purchase of data tracking systems

£2 000-assessment toolkits-Headstart

Shinewater aims to diminish the difference between disadvantaged and non-disadvantaged children, enabling them reach their targets in all year groups with a particular focus on Year 2 and Year 5. Part of staff training will focus on feedback and marking procedures, effective questioning, success criteria and focused learning intentions.

The school is investing in new systems to record pupils progress for staff to track any differences in standards between disadvantaged and other pupils, enabling planning and support to be adjusted accordingly

Metacognition strategies will be taught to pupils -peer to peer/self-assessment skills will enhance pupils to understanding the pedagogy behind their learning



- The school now has a dedicated data and assessment lead who had led staff CPD on both formative and summative assessment. Core subject leaders have led sessions on how children learn improving staff pedagogy and consultant training has been provided for developing the White Rose math programme across the school-Impact-consistency of approach.
- Money allocated to purchase GL and Headstart assessment systems-Impact=Detailed cohort and individual analysis which, in turn, informs planning through gap analysis.
- Funded release time has been provided for core subject and Phase Leaders to improve assessment and monitoring systems across the school including a focus on diminishing the difference for PP children. Impact=robust monitoring systems.
- A new tracking and monitoring system has been purchased-O'Track. The school is able to add both summative and formative assessments data quickly, view data instantly and generate a range of rich filterable reports for detailed analysis. Impact=consistency across the school.
- Systems have been developed for pupils to get involved with teacher pre planning of learning journeys. Impact=learners are learning how to learn-metacognition.
- WALT slips are now visible in books EOY expectations and LI as well as teacher and self-assessment opportunities. Impact=pupils are recognising that they have short, medium and long-term goals and targets.
- Pre learning and interventions groups have been re analysed and tracking is robust-stretch and fix trialled in summer term 6 to be embedded in term 1 2018/19.

## Coaching and Mentoring

## Impact

### Outcome Measure

EEF: Feedback +8 months

*There is a growing amount of evidence which demonstrates that the presence of student-centred leadership leads to improved pupil performance, greater motivation towards learning among pupils, improved teaching and learning practices and better behaviour, including greater respect between adults and children/young people*

*(National Teaching College for teaching and Leadership)*

Cost: £6 000

Additional time release time will be provided for teachers to spend with disadvantaged pupils on a 1:1 basis twice a year to help them understand what their barriers to learning may be and adapt provision accordingly. Research indicates that where teachers have a depth of knowledge about the whole child and where planning and bespoke curriculums are creative and engaging for pupils there is an impact on standards and progress.

Time will also be provided for teachers and support staff to be released for in depth pupil progress meetings with a focus on vulnerable groups

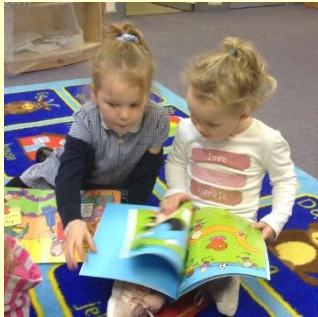
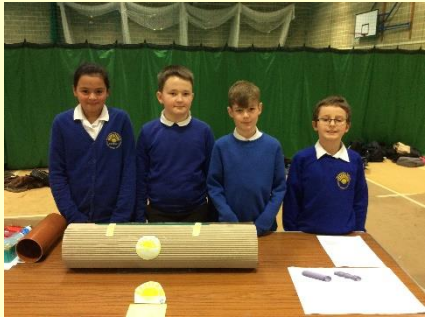
Coaching and mentoring sessions will also be provided for teacher to support the development of quality first teaching. This will be through release time to work with consultants, cross-school collaboration and peer-to-peer support.



- PP-Pupil voice is now embed in the school x3 pupils per term-Impact teachers are able to plan to pupil interests/Pastoral support for pupils more effective/home school link improve
- Case studies have been carried out on PP children to support depth of knowledge and action planning for individual PP children.

Cross school collaboration opportunities:

Role/Leads	Impact
Head teachers	Strategic overview and consistency across Swale schools whilst maintaining individual school identity
Data and Assessment	Consistency and network opportunities-focus on vulnerable groups
Phase Leaders	Networking/developing the role of middle leader training
SENCo	CPD opportunities/reviews/planning system/tracking and monitoring
English	Reading systems Writing moderation impacting on planning through gap analysis Interventions for vulnerable learners
Maths	EIP support for maths subject leader to develop action planning and gap analysis
Computing	E safety training-assemblies/worry box/parental engagement/ monitoring and filtering systems
PE	Cross school competitions/planning sharing/vulnerable PE group developed for SEND
Y6 network	Bespoke training to support the needs of Y6 intervention and booster groups as well as extending GD pupils

Transition Funding		Impact
<p><b>Outcome Measure</b></p> <p>“Teachers and Teaching Assistants have high expectations of the effort pupils will need to make and the progress that can and should be achieved.”</p> <p><i>(The Pupil Premium Making it work in your School- Oxford Press)</i></p>	<p>Teachers, assistants and SLT will be given release time to ensure that, through careful and detailed discussion, learning loss between year group change is kept to a minimum. X16- 2hour sessions</p> <p>The school will work with the local secondary schools and preschools to enable feed forward for pupils to be concise and holistic, identifying the key strengths and areas for development for pupils.</p>	<p>Release time has been provided for the EYFS and KS1 phase leaders to develop an action plan for transition cost £500. This has included:</p> <ul style="list-style-type: none"> <li>• X8 story time swap sessions</li> <li>• Whole school transition days including new teachers for September</li> <li>• PDM transition sessions including pupil progress and attainment-Phase leader time developing consistency of approach</li> <li>• Phonics transition boosters/summer term catch up programme initiated immediately-Impact= learning loss diminished</li> <li>• Y5 boys writing projects-impact=learning loss for Y6 is diminished.</li> <li>• Preschool to school release time-smooth transition for EYFS/data hand over</li> <li>• Swale Primary/Secondary liaison head teacher impact and development time for transition projects from Y4 upwards, including a scholars programme.</li> </ul>
<p>Cost: £4 000</p>	 	
Intervention /Outside Agencies		Impact
<p><b>Outcome Measure</b></p> <p>EEF: Small group tuition +4 months EEF: High level phonics teaching+5 months</p> <p><i>-% improvement in performance in national/teacher assessments</i></p> <p><i>-% increases in reading/number age or standardised test scores as a result of structured interventions</i></p> <p><i>-% reduction in the numbers of FSM pupils making less than expected progress</i></p>	<p>Small group intervention work such as Jump Ahead, Toe by Toe, sensory circuits, social skills groups, pre-teaching and corrective teaching, and phonics etc.</p> <p>Continued provision of additional TA/INA support for disadvantaged children including delivering strategies advised by outside agencies. Additional funding from the Pupil Premium budget will be provided to support assessments as appropriate.</p> <p>The school will ensure that teaching assistants (TAs) are well trained in supporting pupils’ learning as well as in specific learning</p>	<p>Outside agency access for pupil premium children has included:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service supporting 8 pp pupils-Impact=clear focus and direction for teacher to provide bespoke, targeted planning-support with EHC plan</li> <li>• External consultant for whole school INSET training on SEND and PP overlap. SEND Code of practice and equality. Impact= staff skills knowledge and understanding of assess, plan, do support as well as the SEND matrix and roles and responsibilities. All focused pupils have planned support</li> </ul>

*-% increase in the number of FSM pupils exceeding expectations*

*"Pupils taught in small groups make on average four months additional progress when compared to larger groups or whole class teaching"*

(EEF Toolkit)

Cost: £50 000

interventions, so TAs can provide effective support to individual pupils or small groups.



through individual planning or as targeted planning in whole class lessons.

- Outreach from South Downs College for PP/SEND pupils- Impact=bespoke support for PP/SEND pupil
- Key work access for families-school funded as appropriate through ESBAS. Impact=reduction in exclusions/ parental support in place for vulnerable families

Phonics- School achieved above national standards Y1= 85.2% Training has been delivered to all teachers/TAs Nursery to Y6- Impact= teachers/TAs are providing catch up for vulnerable learners. Budget has also been allocated to employ a dedicated interventions teacher who specialises in English. Bespoke training has been provided for this teacher through conference and networking with Eastbourne phonics hub- Impact=see data below

Reading- Funding has been provided for TAs to support a range of reading interventions-Impact=entry/exit data demonstrates the progress for individuals and groups. Budget has been provided to release the English team to visit schools of outstanding practise. Impact=see data below-all year groups improved since 2016/17 KS1 GD significant improved

Writing-Small group support has been provided through our intervention teacher for Y2 and Y5 pupils. Y6 teachers have been developed as lead moderators. Release time has been provided to set up non-negotiables in writing which are now embedded across the school for consistency. Impact=see data below


Maths- Budget has been provided for a maths consultant to work with all year groups as well as the maths team. Impact=consistency in maths delivery/improved assessment and planning/vulnerable group gap analysis and action planning has been fully developed. Impact=see data below

TA training has included: (examples)



		<p>All:</p> <p>X3 ½ day sessions on grammar, punctuation and spelling training- Impact=TAs are effective in supporting teachers with GPS in lessons/feedback and marking Tracking and intervention planning systems-Impact entry and exit data indicates progress and attainment improvements for pupils Phonics catch up in all year groups-Impact entry and exit data indicates progress and attainment</p> <p>Individual:</p> <p>X3 TA have completed the TA3 training X3 TAs Thrive training-cost X2 TAs Lego therapy X1 TA positive behaviour and relationship training X1 HLTA Effective deployment of support staff</p>
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<b>Wider Opportunities</b>	<b>Impact</b>
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<p><b>Outcome Measure</b></p> <p>EEF: outdoor/adventure +3 months</p> <p><i>“The outdoors provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Becoming aware of such skills can fundamentally change personal, peer and staff perceptions and lead to profound changes in life expectations and success.”</i></p> <p style="text-align: center;"><i>(Curriculum for Excellence-Education Scotland)</i></p>	<p>To enrich the curriculum and ensure all children are able to participate and to give children the opportunity to experience new cultural, social, educational and challenging activities, including after school clubs, trips, residential and visitors.</p> <p>The school has appointed a dedicated Outdoor Learning teacher and a dedicated PE teacher.</p>	<p>All PP children have been provided with funding for at least one year group trip. Examples have included:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Ashley Gardens Care home</td> <td>Drusilla’s</td> <td>Science centre</td> <td>Hands on History</td> </tr> <tr> <td>Shinewater Court art exhibition</td> <td>Isle of Wight residential</td> <td>Kew gardens</td> <td>Michelham Priory</td> </tr> <tr> <td>Blackberry farm</td> <td>Virtual reality</td> <td>Dance Days</td> <td>Eastbourne Seafront visit</td> </tr> <tr> <td>Music festival</td> <td>Seven Sister river study</td> <td>Houses of Parliament</td> <td>Raystede animal sanctuary</td> </tr> </table> <p>Year 6 PP have been supported with £200 towards the cost of the residential trip to the Isle of Wight.</p> <p>After school club provision has increased considerably and PP pupils are supported with access to clubs. Examples include:</p>	Ashley Gardens Care home	Drusilla’s	Science centre	Hands on History	Shinewater Court art exhibition	Isle of Wight residential	Kew gardens	Michelham Priory	Blackberry farm	Virtual reality	Dance Days	Eastbourne Seafront visit	Music festival	Seven Sister river study	Houses of Parliament	Raystede animal sanctuary
Ashley Gardens Care home	Drusilla’s	Science centre	Hands on History															
Shinewater Court art exhibition	Isle of Wight residential	Kew gardens	Michelham Priory															
Blackberry farm	Virtual reality	Dance Days	Eastbourne Seafront visit															
Music festival	Seven Sister river study	Houses of Parliament	Raystede animal sanctuary															
<p>Cost: £30 000</p>																		



Club	Non PP %	PP %
Multisport KS2	52%	48%
Multisport KS1	38%	62%
Dance	70%	30%
Gymnastics	71%	29%
Sewing	69%	31%
Film club	30%	70%
Y6 maths booster	33%	67%
Y6 reading booster	32%	58%
Sumdog KS1	41%	59%
Sumdog KS2	30%	70%
Football	44%	56%
Gardening	42%	58%
Science fizz pop	28%	72%
Cooking	30%	70%
Phonics	36%	64%
Book Club	60%	40%
Craft	65%	45%

## Identification of Talented/Able Disadvantaged Pupils Provision

## Impact

### Outcome Measure

EEF: digital learning +5 months

*-% reduction in the numbers of FSM pupils making less than expected progress*

*-% increase in the number of FSM pupils exceeding expectations*

*"Investing in digital technologies to support learning can be effective, particularly if used to supplement teaching, rather than replace more traditional approaches."*

*(The Pupil Premium Making it work in your School- Oxford Press)*

Cost: £4 000

To maximise learning for children receiving pupil premium this year who are achieving at or above age related expectations in English and Maths. We plan to offer further and wider opportunities for these children, as well as working with parents to support home learning, including digital learning, entrepreneurial activities and music etc. to ensure that no missing talent goes unnoticed



Violin tuition has been paid for a GT pupil

Ukulele tuition has been paid for the Y3 cohort

An internet café and new computer suite is being installed for use during the next academic year

Additional digital technology purchased for the school has included:

X6 I pads

Sumdog

My Maths

Marvellous Me!

Medical Tracker

No Nonsense Spelling

Phonics based apps-home learning kits

EYFS apps

Swale have put in place history scholars programme including working with an author, an artist and a historian. 7/10 =pp pupils. This will be enhanced across other subjects next year.

**Inclusion Manager/Staff CPD**

**Impact**

**Outcome Measure**

*Data indicates the gap diminishes for pupil premium children*

*“School leaders, including governing bodies, should evaluate their Pupil Premium spending ... and spend it in ways known to be most effective.”*

*(The Pupil Premium Making it work in your School- Oxford Press)*

Cost: £5 000

Through detailed and careful tracking and monitoring in pupil progress meetings staff ensure that focus is on disadvantaged children to diminish the gap. Staff CPD and further rigorous detailed analysis allowing bespoke targeted support. In school gap is tracked x4 per year and discussed with the SLT.

Senior leaders to share their thinking and work collaboratively with staff, pupils, parents, families and the local community. Shinewater will ensure the school is linked into a number of networks such as local school clusters, secondary and preschools, pupil premium cross school collaboration networks and national education events. The school will be seeking out new ideas and put systems in place for staff to share best practice.



A whole school monitoring and assessment system has been established. Staff are held to account for pupil attainment and progress including diminishing the gap data analysis-see table below.

Professional development meetings to support diminishing the gap for disadvantaged children have included:

CPD	Impact
Exeat e.g. trips and visitors	Enriched experiences and wider opportunities have been provided for all pupils
Parental engagement	There has been a high uptake with parental engagement activities ranging from 60%-100% attendance.
Peer and self-assessment	Pupils are learning to learn. Teachers are enabling pupils to develop a deeper understanding of learning. Attitude and motivation is improving
Performance descriptors	Staff have clarity on EOY expectation and are assessing against these
Pupil premium partnership for progress	Staff have been trained to use structured conversations with a key focus on PP families. Parents meetings have been 85% attendance. Teachers have made themselves available to suit parents who were not able to attend on consultation evenings.
Mindfulness-funded training for tow day course in London MISP	Teacher understanding of SEMH issues as a barrier to learning and how mindfulness can be used to support pupil and staff wellbeing-This has further extended into two teachers accessing training through the national peer-to-peer support programme.



English/maths	Consistency in planning/non negotiables for PP
Data/assessments systems	Consistency of approach including groups snapshots for vulnerable children and easy identification of gaps in cohorts
Phonics/spelling	Gap closed for this year's PP/non pp children
SEMH/Thrive/outdoor learning	Class planning now includes opportunities for learning beyond the classroom. The school is seeking the bronze outdoor learning award and has passed the RHS level 1 outdoor award. Vulnerable group outdoor learning group-The Woodland adventurers have made progress against the Leuven well-being scales.
Assess, plan, do, review	Bespoke planning in place for vulnerable learners, in partnership with parents
Grammar, punctuation and spelling	See data increase from the previous academic year.
Inter-school moderations	Gap analysis supporting planning
Effective feedback and questioning	Teacher workload decrease through stretch and fix sessions/corrective teaching is being implemented Increased understanding of expectations from pupils

British values-impact= Increased knowledge.

Stephen Lloyd MP-democracy/aspirations/visit to the House of Parliament-67% PP children.

Cllr David Tutt- Democracy and local issues-Y6 Presentation and Q&A session

Theresa Ticehurst-The Rule of Law-Y6

David Law-East Sussex PREVENT- x 3 session training Y6

## Early Years Foundation Stage/Nursery

## Impact

### Outcome Measure

Early years EF: Communication and Language +6 months

Early years EF: Early Numeracy +6 months

*“Children benefit from having a wider range of experiences with a wide range of interested adults, more opportunities to consolidate and refine skills and concepts or develop their ideas further, more opportunities to explore and be supported by an interested adult. They are also better able to see the connections between their home life and their life in the setting”*

*“...Common language is built up between the families and the setting and parents feel more involved in their child's learning. Families feel more engaged and feel valued which in turn impacts on how well children do through their educational “*

*(Practical Tips on Allocating Early Years Pupil Premium Funding)*

Research based support for Nursery and EYFS to develop early intervention for pupils.

- Visiting other Early Years facilities/developing networks and cross nursery school and preschool collaboration/CPD for Nursery staff
- Planning for increased parental engagement e.g. healthy eating/reading/early maths games
- maths/develop a school home lending library that encourages parents to spend quality time with their children
- Digital technology
- Supporting the home learning environment
- Broadening knowledge and understanding of the world through external visits and visitors, practical life experiences and imaginative, creative, risk taking learning through play experiences



Cost: £ 5 000

EYPP money has been spent on the East Sussex Communication and Language through Music project. This programme involves x15 sessions with pupils and involves parents and CPD for the Nursery staff. Pupil baseline data has been collected and EOY outcomes indicate success for the children's language development. Indeed one pupil who only spoke occasionally is now chatting happily with adults. 100% of parents and carers came to support during the adult sessions.

Funding has been allocated for EYFS home visits to take place- Impact=smooth transition school for the next stage of pupil learning. Parent feedback indicates that this is a successful system, as they feel able to talk about their child in their own environment.

Funding has been allocated to release the EYFS practitioners to attend CPD relating to boys and writing in EYFS. Impact=


X3 iPads have been purchased for EYFS as well as early learning APPs. Impact= Bespoke games for intervention for maths and English.

An outdoor climbing frame has been purchased for the development of gross motor skills as well as funding to improve the EYFS and Nursery outdoor learning environment.

Nursery has set up a plant nursery and have been learning to grow their own food and plants as part of healthy lifestyle education. Impact=pupils are able to talk about healthy V non-healthy food.

Swale reviews have indicate progress in both indoor and outdoor provision are good.

Parental engagement has improved from 10% attending a reading meeting to 100% stay and play (with bacon rolls!) during which

		<p>teachers have provided some updates on what parents can do to help their child learning at home.</p> <p>Nursery has also provided several parental engagement sessions examples include:          Mother's day (dad, mum, grandparents or special person)          Father's day (dad, mum, grandparents or special person)          Healthy eating promotion and oral health.</p>
<p><b>Pupil Wellbeing-Thrive/ Nurture Groups/1:1 Counselling -PSHE Curriculum</b></p>		<p><b>Impact</b></p>
<p><b>Outcome Measure</b>  <b>EEF: Social and emotional learning +5 months</b></p> <p><i>-% reduction in recorded incidents related to behaviour</i></p> <p><i>"Developing the social and emotional skills which give young people the resilience, persistence and motivation to deal with the stresses and the rebufs of everyday life, are key to being able to move up the social ladder"</i>  <i>(The Pupil Premium Making it work in your School- Oxford Press))</i></p>	<p>Targeted and bespoke support to overcome emotional and social barriers to learning as well as to support pupil wellbeing.</p> <ul style="list-style-type: none"> <li>• In school counsellor</li> <li>• Thrive teacher-in addition Thrive training for two new INAs to support in the Thrive unit</li> <li>• Nurture groups</li> <li>• Positive friendship groups</li> <li>• Social skills groups</li> <li>• ASD unit /lunchtime club</li> <li>• Outdoor learning for high risk exclusion pupils</li> </ul> <p>The PSHE curriculum will be uplifted through purchasing the Jigsaw PSHE programme to work in conjunction with a bespoke PSHE curriculum to support the issues relating to our community</p>	<p>There has been significant improvements in this area:          Exclusion data 2017/18 indicates a 65% decrease the number of exclusions during 2016/17.          The in school counsellor has supported 21 pupils and families during this academic year=660 hours.          40% of pupils have accessed some form of nurture group e.g. The school used PP money to provide therapy dog access for pupils with a range of needs.          Positive friendship groups have meant the school has had an early impact and friendship issues and the school behaviour records that have been recorded have significantly decreased from the previous academic year and each term this further decreases. The impact of the Rainbow Rules has been significant.</p>
<p>Cost: £70 000</p>		<p>PP money has been spent on providing ASD pupil with a nurture and sensory room. The bespoke lunchtime club has meant pupils feel calm and secure and the HLTA has supported social skills development through play therapy and by enabling the children to explore their own interests.          The school has been successful in establishing an outdoor learning provision for not only Shinewater pupils but also for those of a neighbouring school. Entry/ tracking data using the Leuven wellbeing scales indicates these pupils are making progress in managing their feelings.</p>

## Attendance

### Outcome Measure

*-Shinewater aims to improve attendance to be in line with national requirement of 96%.*

*- % improvement in attendance/punctuality*

*-% reduction in recorded incidents related to behaviour*

Pupils have to be in school and able to pay attention before they can access learning. Shinewater makes that the positive behaviour policy provides effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.

The school is also developing strong social and emotional support strategies to help pupils in need of additional support, including through working with their families, including Triple P Parenting.

The school has set up rapid response systems to address poor attendance through our attendance officer and EWO (Educational Welfare Officer). This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, the EWO and SLT work with families to address any barriers they face in getting their children to school.

Last year the attendance for Shinewater pupils including EYFS and Nursery was:

Attendance	Disadvantaged	Others
2016-2017	92.97%	94.10%
Target 2017/18	95+%	95+%

Attendance	Disadvantaged	Others
2016-2017 Boys	91.95%	94.05%
2016-2017 Girls	93.99%	94.18%

%	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadv	91.25	92.14	89.71	93.74	93.00	96.14	92.71
Others	93.30	93.40	94.76	97.08	93.74	94.96	95.93



Cost: £6 000



## Attendance-Impact

Key action plan areas 2017/18 have included:

Priority 1	Development of Policy into effective practice
Priority 2	Provision of clear and high attendance expectations
Priority 3	Establishment of efficient and effective day-to-day management of attendance issues
Priority 4	Effective communication and collaboration with parents and the community
Priority 5	Targeting additional support for attendance issues on priority areas of need.

Attendance at Shinewater Primary School % All Pupils	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Cumulative Total to date
% Authorised Abs	1.8%	2.39%	3.14%	2.20%	1.73%	1.8%	2.17%
% Unauthorised	4.2%	4.22%	3.75%	4.07%	2.95%	5.0%	4.03%
% Total Abs	6%	6.61%	6.89%	6.27%	4.68%	6.8%	6.2%
% Attendance	94%	93.39%	93.11%	93.73%	95.32%	93.2%	93.79%
% Persistent Abs	17.88%	21.7%	29.9%	25.8%	20.82%	22.71%	23.1%

Attendance at Shinewater % Disadvantaged pupils	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Cumulative Total to date
% Authorised Abs	2.62%	3.07%	3.35%	3.00%	2.43%	1.99%	2.74%
% Unauthorised	6.04%	6.89%	5.25%	4.86%	4.29%	6.29%	5.6%
% Total Abs	8.66%	9.96%	8.6%	7.86%	6.72%	8.3%	8.35%
% Attendance	91.34%	90.04%	91.4%	92.14%	93.28%	91.7%	91.65%
% Persistent Abs	10.25%	10.55%	16.12%	14.66%	12.6%	13.28%	12.91%

## Outcomes 2017-2018

EYFS-School	EYFS 2017/18		Percentage Reaching Expected or Exceeding									
			Prime areas				All Prime Areas	Specific areas				All Specific Areas
	No. of pupils	GLD	C&L	PD	PSED	Literacy		Maths	UW	Exp A&D		
<b>All</b>	50	78	90.5	100	100	90.5	82	86	100	100	78	36.2
Not FSM	28	82.1	92.9	100	100	92.9	85.7	89.3	100	100	82.1	36.6
FSM	22	72.7	90.9	100	100	90.9	77.3	81.8	100	100	72.7	35.7
<b>Girls</b>												
Not FSM	7	85.7	100	100	100	100	100	85.7	100	100	85.7	39.6
FSM	14	64.3	85.7	100	100	85.7	64.3	78.6	100	100	64.3	35.9
<b>Boys</b>												
Not FSM	21	81	90.5	100	100	90.5	81	90.5	100	100	81	35.6
FSM	8	87.5	100	100	100	100	100	87.5	100	100	87.5	35.3

KS1-School	KS1-51 Pupils 2017/18		Working at EXS or Above			Working at GD		
	All Pupils	Number of pupils	Reading	Writing	Maths	Reading	Writing	Maths
	Not Disadvantaged	29	82.8%	82.8%	75.9%	41.4%	20.7%	31%
	Disadvantaged	22	36.4%	45.5%	40.9%	22.7%	9.1%	18.2%
	<b>Girls</b>	<b>Number of pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	Not Disadvantaged	13	100%	100%	84.6%	46.2%	15.4%	23.1%
	Disadvantaged	12	25%	33.3%	25%	16.7%	0%	8.3%
	<b>Boys</b>	<b>Number of pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	Not Disadvantaged	16	68.8%	68.8%	68.8%	37.5%	25%	37.5%
	Disadvantaged	10	50%	60%	60%	30%	20%	33.3%
<b>KS1 -National</b>			<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	Disadvantaged	-	62.2%	55.1%	62.7%	13.9%	7.5%	11.7%

	KS2-56 Pupils 2017/18		Working at EXS or Above					Working at GD				
	All Pupils	Number of pupils	Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS	RWM
KS2-School	Not Disadvantaged	20	75%	70%	75%	75%	65%	15%	15%	25%	25%	5%
	Disadvantaged	36	55.6%	61.1%	63.9%	72.2%	41.7%	13.9%	8.3%	11.1%	19.4%	2.8%
	Girls	Number of pupils	Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS	RWM
	Not Disadvantaged	7	71.4%	57.1%	57.1%	57.1%	57.1%	14.3%	14.3%	0%	28.6%	0%
	Disadvantaged	18	61.1%	72.2%	61.1%	83.3%	50%	16.7%	11.1%	5.6%	22.2%	0%
	Boys	Number of pupils	Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS	RWM
	Not Disadvantaged	13	76.9%	76.9%	84.6%	84.6%	69.2%	15.4%	15.4%	38.5%	23.1%	7.7%
	Disadvantaged	18	50%	50%	66.7%	61.1%	33.3%	11.1%	5.6%	16.7%	16.7%	5.6%
KS2-National			Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS	RWM
	Disadvantaged	-	63.8%	67.2%	63.5%	66.5%	50.2%	17.5%	10.9%	13.5%	23.2%	4.3%

