



Pupil Premium Strategy Statement

1. Summary Information					
School	Shinewater Primary School				
Academic Year	2019-20	Total PP Budget	£229,000	Date of Most Recent PP Review	Sept 2019
		Total EYPP Budget	£tbc		
Total Number of Pupils	403	Number of Pupils Eligible for PP	158 (39%) (Oct 19' census)	Date for Next Internal Review of this Strategy	End of Term 3 2019

2. Current Attainment			
	<i>All Pupils</i>	<i>Pupils Eligible for PP</i>	<i>Pupils Not Eligible for PP (national average)</i>
% achieving GLD in EYFS	76%	67%	75%
% achieving expected in Year 1 Phonics	85%	87%	84%
% achieving expected end of Year 2 Phonics	89%	86%	93%
% achieving expected standard in Reading KS1	71%	68%	78%
% achieving expected standard in Writing KS1	64%	64%	73%
% achieving expected standard in Maths KS1	73%	82%	79%

	<i>All Pupils</i>	<i>Pupils Eligible for PP</i>	<i>Pupils Not Eligible for PP (national average)</i>
% achieving expected in Reading, Writing and Maths KS2	51%	54%	71%
% achieving expected standard in Reading KS2	55%	57%	78%
% achieving expected standard in Writing KS2	77%	86%	83%
% achieving expected standard in Maths KS2	63%	61%	84%
Progress In Reading	-2.5	-1.9	+0.3
Progress in Writing	-0.1	-0.6	+0.3
Progress in Mathematics	-2.4	-2.5	+0.4

3. Barriers To Future Attainment (for pupils eligible for PP, including high ability)	
In-School Barriers	
A.	Low starting points upon entry to school.
B.	Low cognitive skills amongst disadvantaged pupils (including dual SEN).
C.	High percentage of pupils with social, emotional and mental health needs.
External Barriers	
D.	Attendance rates for disadvantaged pupils, with particular emphasis on persistent absence.
E.	Low parental aspiration and expectations on their children's education.

4. Desired Outcomes		
	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A.	Improved outcomes at the end of EYFS for disadvantaged pupils.	<p>Diminished gap between disadvantaged pupils and non-disadvantaged pupils achieving GLD (less than 10%).</p> <p>Speech and Language assessments evidence sustained improvements.</p> <p>Diminished gap between disadvantaged pupils and non-disadvantaged pupils achieving expected standard in prime and specific areas; particularly in Understanding the World (less than -2%); Expressive Art and Design (less than -5.4%) and Physical Development (less than -3.5%).</p>
B.	Improved outcomes for the end of each key stage.	<p>KS1</p> <p>In Reading, (EXS+) results will be in-line with National Non PP for disadvantaged pupils. In Writing, (EXS+) results for disadvantaged boys will improve to at least national. Increased percentage of disadvantaged pupils achieving the greater depth standard; particularly in Writing and Mathematics.</p> <p>KS2</p> <p>In Reading, (EXS+) results will be in-line with National Non PP for disadvantaged pupils. The gap between girls and boys shows improvement in Reading. In Mathematics, (EXS+) results will be in-line with National Non PP for disadvantaged pupils.</p> <p>Increased percentage of disadvantaged pupils achieving the greater depth standard in all subjects.</p>

C.	The wellbeing of children is positive and the emotional resilience and behaviour for learning is improved.	<p>Maintained low levels of fixed term exclusion.</p> <p>Reduced number of permanent exclusions.</p> <p>Reduced number of children with part-time timetables.</p> <p>Number of behaviour incidents is at-least maintained from the previous year.</p> <p>Pupil and parent wellbeing surveys indicate improvement in self-esteem.</p> <p>Impact of pastoral interventions is positive.</p>
D.	Attendance of disadvantaged pupils has improved.	<p>Disadvantaged Persistent Absence shows an improvement from the previous year.</p> <p>Disadvantaged Persistent Absence will be less than 11% in 2019-20.</p>
E.	Increased parental engagement, aspiration and provision of opportunity for their children.	<p>Increased number of enrichment activities in comparison to the previous year.</p> <p>Pupil surveys evidence engagement of disadvantaged pupils in enrichment opportunities.</p> <p>100% attendance of disadvantaged parents / carers at parent consultation meetings.</p> <p>Attendance at parental engagement activities increases from the previous year.</p> <p>Parent / carer questionnaires indicate 80% satisfaction with the school.</p> <p>The school provides an increased amount of aspiration projects (e.g. Careers Aspiration Project, Scholars Programme) and pupil / parent surveys evidence impact.</p> <p>Computing curriculum evidences progression and challenge, resulting in improved digital learning outcomes.</p>

5. Planned Expenditure : This Academic Year

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?
<p>A. Increased outcomes at the end of EYFS.</p>	<p>Further develop the quality of teaching and provision in the EYFS through professional development opportunities (£600).</p> <p>Review approach to the teaching of Mathematics in the EYFS and purchase of resources (£800).</p> <p>Address speech and language through Music Transition Project with a focus on Nursery and Reception pupils (£4500).</p> <p>Identified disadvantaged pupils access Speech and Language interventions (£600).</p> <p>Contributions towards external trips for EYFS pupils (£500).</p> <p>EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500).</p> <p>Investment in extended wrap around provision for pupils in EYFS (£2000).</p>	<p><i>Early Years EEF: Communication and Language + 6months</i></p> <p><i>Early Years EEF: Early Numeracy +6 months</i></p> <p>Baseline starting points upon entry to Reception are significantly below national average.</p> <p>66.7% of disadvantaged EYFS pupils achieved a Good Level of Development (GLD) in comparison to 56.5% Disadvantaged National; however this is below National Non PP at 75%.</p>	<p>Outcomes from Early Years Audit.</p> <p>Outcomes from 2 Year Old Provision Audit.</p> <p>Regular impact meetings with the EYFS Phase Leader.</p> <p>Executive Leadership Reflections and regular monitoring in EYFS classes.</p> <p>Entry and exit data from Music Transition Project.</p> <p>Intervention assessment and tracking.</p> <p>Assessment and Tracking of EYFS areas of learning at Pupil Progress Meetings.</p> <p>Attendance analysis of parental engagement events and parent voice.</p> <p>Increased number of nursery pupils joining the school and participating in wrap-around care provision.</p>	<p>Co-Headteacher NK</p> <p>EYFS Phase Leader VW</p> <p>Consultant Trust Maths Leads</p>	<p>Term 3 and 6 Reports to Governors.</p>

<p>B. Improved outcomes for the end of each key stage.</p>	<p>Embed whole-school approach to the teaching of Reading, Writing and Mathematics (Y2-6) (£5000).</p> <p>Professional development for Year 1 teachers in quality first teaching of Reading and effective Writing sequences (£1600).</p> <p>Whole-school professional development in the teaching of mathematical fluency (£600).</p> <p>Increase the profile of home / school reading and purchase of rewards (£750).</p> <p>Purchase set of chromebooks for Year 4 for Times Table Check Rehearsal (£12,000).</p> <p>Metacognition and self-regulation approaches to feedback. For example (£200):</p> <ul style="list-style-type: none"> • Stretch and Fix approach to Mathematics • Pupil conferencing • Peer and self-assessment 	<p><i>Early Years EEF: Feedback +8 month</i></p> <p>KS1 DA EXS pupils are performing well against Nat DA however the school is performing below Nat All and Nat Non PP.</p> <p>KS1 DA GDS pupils are performing below Nat DA and Nat All.</p> <table border="1" data-bbox="683 331 1131 667"> <thead> <tr> <th>KS1 EXS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>DA Sch</td> <td>68.2</td> <td>63.6</td> <td>81.8</td> </tr> <tr> <td>DA Nat</td> <td>61.9</td> <td>54.7</td> <td>62.2</td> </tr> <tr> <td>Nat All</td> <td>74.9</td> <td>69.2</td> <td>75.6</td> </tr> <tr> <td>Nat Non PP</td> <td>78</td> <td>73</td> <td>79</td> </tr> </tbody> </table> <p>KS2 DA EXS pupils are performing well against Nat DA and All writing however in R&M the school is performing below Nat DA, Nat All and Nat Non PP.</p> <p>KS2 DA GDS pupils are performing below Nat DA and Nat All</p> <table border="1" data-bbox="683 944 1131 1385"> <thead> <tr> <th>KS2 EXS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>DA Sch</td> <td>57.1</td> <td>85.7</td> <td>60.7</td> <td>53.6</td> </tr> <tr> <td>DA Nat</td> <td>61.9</td> <td>67.8</td> <td>67.4</td> <td>51.3</td> </tr> <tr> <td>Nat All</td> <td>71.9</td> <td>78.3</td> <td>78.61</td> <td>64.6</td> </tr> <tr> <td>Nat Non PP</td> <td>78</td> <td>83</td> <td>84</td> <td>71</td> </tr> </tbody> </table>	KS1 EXS	Reading	Writing	Maths	DA Sch	68.2	63.6	81.8	DA Nat	61.9	54.7	62.2	Nat All	74.9	69.2	75.6	Nat Non PP	78	73	79	KS2 EXS	Reading	Writing	Maths	RWM	DA Sch	57.1	85.7	60.7	53.6	DA Nat	61.9	67.8	67.4	51.3	Nat All	71.9	78.3	78.61	64.6	Nat Non PP	78	83	84	71	<p>Termly Executive Leadership Reflections evidence impact.</p> <p>Bi-termly Pupil Progress Meetings evidence progress of disadvantaged pupils.</p> <p>Maths and English Team Meeting minutes evidence progress against agreed actions.</p> <p>Feedback from the Primary Improvement Team and hub specialist leaders evidences impact.</p> <p>School and cross-school moderation evidence secure assessment and raising standards.</p> <p>Regular teacher reflections</p> <p>Pupil voice.</p>	<p>Leadership Team including core subject leaders</p>	<p>Executive Termly Leadership Reflections.</p> <p>Term 3 and 6 Reports to Governors.</p>
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<p>E. Increased parental engagement, aspiration and provision of opportunity for their children.</p>	<p>Teacher release time for Parent Partnership for Progress Meetings (2x per year) (£3200).</p> <p>Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) (£200).</p> <p>Purchase of 'Marvellous Me' parent communication tool (£500).</p> <p>Development of 'Woodland Tots' programme for pre-school children to engage in outdoor learning workshops (£500).</p> <p>Open evenings for parents to support pupils with home learning (6x / year) (£150).</p> <p>Parent invitations to 'Stunning Starts' and 'Fabulous Finishes' to showcase termly topical learning (£200).</p> <p>Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1500).</p> <p>Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1500).</p> <p>Aspiration projects, for example: ESCC Careers Champion Project</p>	<p><i>EEF: Outdoor / Adventure +3 months</i></p> <p><i>EEF: Digital Learning +5 months</i></p> <p><i>EEF Homework +2 months</i></p> <p><i>EEF Parental Engagement +5 months</i></p> <p>Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances.</p> <p>To ensure wider opportunity and best possible life chances for our disadvantaged pupils.</p> <p>To maximise learning for children receiving pupil premium who are achieving at or above age related expectations.</p> <p>To provide workforce skills in digital computing, enabling future employment in more highly paid sectors.</p> <p>Outdoor learning provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom.</p>	<p>Weekly SEND/Pastoral KIT meetings.</p> <p>Monitoring of attendance at parents' evenings, class events etc.</p> <p>Pupil voice.</p> <p>Parent voice.</p> <p>MarvellousME! weekly updates.</p> <p>Scholars programme exit data</p>	<p>SLT</p>	<p>Termly and Bi-termly</p>
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	<ul style="list-style-type: none"> University of Sussex Explorers Programme (£500). ArtsMark (£3000). Digital Leaders (£500). <p>Weekly outdoor learning sessions for pupils (Nursery - Year 4) and vulnerable group sessions (£600).</p> <p>Subsidy of school trips and other enrichment opportunities (£10,000).</p> <p>Inter-generational and community projects e.g. (£250).</p> <ul style="list-style-type: none"> Ashley Gardens Care Home (senior friends). Shinewater Court (adult disability). 				
Total Budgeted Cost					£52,250

i. 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?								
<p>B. Improved outcomes for the end of each key stage.</p>	<p>Identify groups and track progress at PP meetings (£3000 Teacher Release Time).</p> <p>Interventions delivered for targeted groups (£50,000).</p> <p>TA / INA support provided in each class in the morning to support English and Mathematics (£50,000).</p> <p>Employment of Year 6 Intervention Teacher (3 days). (£7,500).</p>	<p><i>EEF: Pupils taught in small groups make on average four months additional progress when compared to larger groups or whole class teaching.</i></p> <p>KS1 EXS & GDS results are low compared with National All and National DA GDS.</p> <p>The DA gender gap at KS1 needs to diminish. DA Girls are exceeding Boys in all subjects.</p> <table border="1" data-bbox="667 1284 1115 1396"> <thead> <tr> <th>KS1 DA</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>76.9</td> <td>69.2</td> <td>84.6</td> </tr> </tbody> </table>	KS1 DA	R	W	M	Girls	76.9	69.2	84.6	<p>Pupil Progress Meetings</p> <p>Evaluation of bi-termly Intervention Maps.</p> <p>Intervention Tracking Documents.</p> <p>Regular impact meetings with intervention leads.</p> <p>Regular meetings with Year 2 and 6 teachers.</p> <p>Stakeholder voice.</p> <p>CPD impact review</p>	<p>Co-Headteachers</p> <p>Phase Leaders</p> <p>Phonics intervention Lead</p>	<p>Termly Pupil Progress Meetings.</p> <p>Term 3 and 6 Reports to Governors.</p> <p>Termly CPD impact review</p>
KS1 DA	R	W	M										
Girls	76.9	69.2	84.6										

	<p>Employment of Phonics Intervention Teacher (£7,500).</p> <p>CPD for intervention leads to become an expert in a given area (£400).</p> <p>Teacher release time for Partnership for Progress Meetings.(PPM) (£ as above).</p>	<table border="1" data-bbox="672 84 1115 140"> <tr> <td>Boys</td> <td>55.6</td> <td>55.6</td> <td>77.8</td> </tr> </table> <p>KS2 EXS & GDS results are low compared with national DA and All except for Writing.</p> <p>The DA gender gap at KS2 needs to diminish. DA Girls are exceeding Boys in Reading & Writing.</p> <table border="1" data-bbox="672 391 1115 558"> <thead> <tr> <th>KS2 DA</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>62.7</td> <td>73.4</td> <td>60.4</td> </tr> <tr> <td>Boys</td> <td>54.3</td> <td>57.7</td> <td>61.8</td> </tr> </tbody> </table> <p>Impact of phonics interventions has been successful and therefore needs to be sustained. Disadvantaged pupils have outperformed National Non-Disadvantaged pupils in Year 1 phonic screening.</p>	Boys	55.6	55.6	77.8	KS2 DA	R	W	M	Girls	62.7	73.4	60.4	Boys	54.3	57.7	61.8	<p>Structured conversation training with teachers to ensure consistency in PPM</p>		
Boys	55.6	55.6	77.8																		
KS2 DA	R	W	M																		
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<p>C. The wellbeing of children is positive and the emotional resilience and behaviour for learning is improved.</p>	<p>Emotional support for pupils through targeted intervention E.g.:</p> <ul style="list-style-type: none"> Therapy dogs (£100). Lego Therapy (£200). Positive Friendship Groups (£300). Peer to peer mental health programme (£500). Nurture/Thrive groups (£600). <p>Employment of in-school counsellor (£600).</p> <p>Development of alternative provision for pupils at risk of exclusion (£60,000).</p>	<p><i>EEF: Social and Emotional Learning +5 months</i></p> <p>School has identified high need of SEMH in school and at home through pupil questionnaire, parental conferencing.</p> <p>High number of children on Child Protection Register.</p> <p>Class THRIVE assessments indicate a high percentage of pupils working at a lower stage of emotional development.</p> <p>Records from behaviour incidents evidence targeted pupils are in need of SEMH support.</p>	<p>Weekly SEND/Pastoral KIT meetings.</p> <p>Analysis of base-Line entry and exit data.</p> <p>Impact evidenced in case studies.</p> <p>Lesson drop-ins.</p> <p>Integration of pupils accessing Rainbow Room support into mainstream lessons.</p> <p>Outcomes from Assess, Plan, Do, Reviews and Additional Needs Plans.</p> <p>Stakeholder voice.</p>	<p>Inclusion Manager (VW)</p>	<p>Impact Meetings with intervention leads (weekly).</p> <p>Completion of bi-termly Provision Maps; to include entry and exit data (Terms 1, 3, 5).</p> <p>Bi-termly bridging meetings between Inclusion Manager and class teachers (Terms 1, 3, 5).</p>																
Total budgeted cost					£180,700																

ii. 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?
D. Attendance of disadvantaged pupils has improved.	<p>Employment of Attendance Administrator and Attendance Lead (£10,000).</p> <p>Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</p> <p>Follow hub Attendance and Punctuality protocol and procedures.</p> <p>Attendance Passports for identified pupils (£200).</p> <p>Reward systems for pupils and identified families (e.g. food hampers) (£1,000).</p>	<p>2019-20 attendance data for disadvantaged pupils (92.82%) was below the national average.</p> <p>In 2019-20 the gap between disadvantaged (92.82%) and All pupils (94.33%) at the schools was -1.51%.</p> <p>Persistent absence for disadvantaged pupils (11.86%) has decreased from the previous year (14.95%) but still remains above national.</p>	<p>Termly meetings with Attendance Leads across all Swale Eastbourne primary schools.</p> <p>Regular review of attendance tracking registers by senior leaders.</p> <p>Clear links evidenced between safeguarding and attendance files.</p>	<p>Attendance Administrator (CH)</p> <p>Inclusion Manager (VW)</p> <p>Executive Headteacher (JP)</p> <p>Co-Headteachers / DSLs (NK) (MB)</p>	<p>Leadership Reflection evidence adherence to school policy.</p> <p>Bi-Termly feedback to LGB (Terms 3 and 6).</p> <p>Report to Academy Executive Board (3x / year).</p>
E. Increased parental engagement, aspiration and provision of opportunity for their children.	<p>Employment of Family Support Advocate (FSA) to work with vulnerable families (£6000).</p> <p>Triple P Parenting Programme (£250).</p>	<p>The deprivation indicator for the school is above national 0.25.</p> <p>The school has well above the national average of pupil premium families.</p>	<p>Weekly update meetings with FSA, Inclusion Manager & Co-headteacher re cases.</p> <p>PSP meetings with parents as appropriate.</p> <p>Assessing impact of Triple P attendance and engagement.</p>	<p>Inclusion Manager (VW)</p> <p>Co-Headteachers (NK) (MB)</p>	<p>Weekly PSP records with identified families.</p> <p>Termly review of cases</p>
Total budgeted cost					£17,450

Total Pupil Premium Allocation	£229,000
+ Available Pupil Premium Ring Fenced Capital	£0
Total Projected Spend	£250,400

Review of Expenditure

Previous Academic Year 2019/2020

Quality of Teaching for All

Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost															
<p>Coaching and mentoring</p> <p>HOS Swale support re writing process</p> <p>Maths consultant support re maths initiatives and planning support.</p>	<p>Increased focus on PP children to diminish the gap between SW and national</p> <p>x6 cases studies per cohort per year indicating growth learning for PP children and effective strategies to learn from</p> <p>-Pupil Progress meetings indicates 5%-10% narrowing of the gap overtime at EXS</p> <p>-Y3 girls gap diminishes by 10-15%</p> <p>-x2 DA Needs identification spreadsheet updates per year + impact</p> <p>-Maths consultant support = triangulation of evidence to be 75% good+</p> <p>-x2 whole school pupil voice indicates 70+ always/mostly agree</p>	<p>EEF: Feedback +8 months</p> <p>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)</p> <p>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</p> <p>(National Teaching College for Teaching and Leadership)</p>	<ul style="list-style-type: none"> Pupil Progress Meeting format improved to support impact for the children. Greater focus on preparation for this will be in place for 2019/20 including teacher release time to work with their partner to discuss practice. The school needs to continue work to diminish the gap between Shinewater DA and all national Live marking and pupil conferencing for writing directly impacted on pupil outcomes- intervention teacher to support in Y6 more fully in this area 2019/20 The school now has a writing sequence that provide a structure outcomes for Y6: <table border="1"> <thead> <tr> <th>Writing</th> <th>School All</th> <th>National All</th> <th>DA School</th> <th>A National</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>64.3%</td> <td>78.2%</td> <td>61.1%</td> <td>67.5%</td> </tr> <tr> <td>2019</td> <td>77%</td> <td>78%</td> <td>79%</td> <td>TBC</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The school now has a consistent approach to maths-this will be further enhanced through the use of 'Power Maths' in 2019/20. The school will be increasing access to the maths consultant Debbie Spiller. PDMS (staff meetings) will encompasses a weekly half hour slot for maths CPD, discussion and brain storming. Intervention for Y2 Reading Y2 GDS has been highly effective through the use of an intervention teacher-this provision needs to be mirrored across the school 	Writing	School All	National All	DA School	A National	2018	64.3%	78.2%	61.1%	67.5%	2019	77%	78%	79%	TBC	<p>X cost additional TAs</p> <p>X cost x 19 teachers release time x 6 sessions per year for PPM prep/ meetings</p> <p>X0.1 maths consultant</p> <p>X 2 days HOS Swale</p> <p>X0.8 intervention teacher</p>
Writing	School All	National All	DA School	A National															
2018	64.3%	78.2%	61.1%	67.5%															
2019	77%	78%	79%	TBC															
<p>Cross school collaboration/ inter school liaison</p>	<p>Scholars programme: Accessible by at least 50% pp children from Y3/4/5 over a 2 year cycle</p>	<p>The school recognises the importance of outreach and expertise networking in order to share their thinking about latest pedagogy. Shinewater will ensure the school is linked into a number of networks such as local school clusters,</p>	<p>This 2 year rolling programme with the secondary schools has been of high impact. Data has been collated by the EHT based on pupil, parent and staff feedback.</p> <p>Scholars programme 2018/19 included:</p>	<p>X cost of teachers/TAs transport and equipment</p>															

	<p>Pupils are identified at primary school to access accelerated programme at our Swale partner secondary schools</p>	<p>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. This will ensure the PP pupils will be high profile and, through rigorous monitoring, be enabled to make progress to diminish the gap.</p>	<p>Creative Arts- Aims: for students to explore the theme through a series of performance techniques</p> <ul style="list-style-type: none"> • Dreams and Aspirations x6 sessions and performance to parents <p>Physical Education and Sports Leadership- Aims: To stretch and enhance student's talents and learn about leadership in sport.</p> <ul style="list-style-type: none"> • X 5 sessions including "leading to Families" <p>Science-The Science of Flight- Aims: To learn practical skills and make observations about the results of experiments.</p> <ul style="list-style-type: none"> • X5 sessions <p>Bi termly scholar sessions have included:</p> <p>History Maths Outdoor learning Computing</p> <p>The Eastbourne hub has also implemented a Swale choir and have performed to parents. The choir is ready to increase the level of performances.</p> <p>Pupil premium children have made up a minimum of 50% of the participants.</p> <p>Pupils identified in the programme have a greater chance of accessing the acceleration schemes at the Swale secondary schools. Children are known to the staff.</p>	<p>X outdoor learning teacher x1 day £250 resources £200</p>																
<p>Phonics-action plan Y1 and Y2 re screen</p>	<p>Phonics screening check meets or exceeds national for PP expectations</p>	<p>Improved consistency in lesson delivery/ planning/effective use of resource Inc. IT/assessments system/targeted interventions. Led to above national performance for Shinewater 2018.</p> <p>EEF: High level phonics teaching+5 months</p>	<table border="1" data-bbox="1335 1002 1948 1267"> <thead> <tr> <th>Year 1 Phonics Screening Check</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85%</td> </tr> <tr> <td>Disadvantaged</td> <td>83%</td> </tr> <tr> <th>Year 2 Phonics Re-check</th> <th>Total</th> </tr> <tr> <td>All</td> <td>5/10 = 50%</td> </tr> <tr> <td>Disadvantaged</td> <td>1/5 = 20%</td> </tr> <tr> <td>All Year 2 Cumulative</td> <td>50/55 = 91%</td> </tr> <tr> <td>PP Cumulative</td> <td>18/22 = 82%</td> </tr> </tbody> </table> <p>Lesson learned:</p> <ul style="list-style-type: none"> • Consistency in approach vital-team planning to identify gaps 	Year 1 Phonics Screening Check	Total	All	85%	Disadvantaged	83%	Year 2 Phonics Re-check	Total	All	5/10 = 50%	Disadvantaged	1/5 = 20%	All Year 2 Cumulative	50/55 = 91%	PP Cumulative	18/22 = 82%	<p>X cost x2 phonics champion TAs</p> <p>X0.8 intervention teacher x1 hour per day</p>
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			<ul style="list-style-type: none"> • TA champions essential for 1:1 /small group intervention daily. • Parent/ school liaison re phonics club/ 1:1 parent training sessions high impact • Screening x 3 per year to enable pupils to become familiar with adults/test format • Mobility in school an issue re new pupils with no previous schooling-rapid action plans put in place- e.g. 1/5 20% pp pass -only 2 out of the 5 PP children have been at Shinewater since the start of year 1 last year • Year 2 spelling data has been impacted negatively due to high focus on phonics in year and additional increased focus needs to be on common exception words. • SW has high mobility-pupils new to the school (often SEND/EAL) require rapid accelerated support and increased parental liaison • Phonics sessions are still imperative across KS2 • X 2 new teachers in Y1 2019/20 will require CPD 	
<p>Wider opportunities</p> <p>Support for families to ensure pupils have full access to the school curriculum e.g. trips, visitors, residential, clubs, music tuition etc.</p>	<p>50+% of pupils comprise clubs</p> <p>100% PP pupils are supported to attend school visits</p> <p>Exclusion rates decrease by 20% from 2017/18</p>	<p>EEF: outdoor/adventure +3 months</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>Comprehensive information has been collected in this area. Funded opportunities for PP children have included:</p> <p>Nursery/EYFS:</p> <ul style="list-style-type: none"> • Blackberry Farm • Moving up with music project • Drusilla's • Learning Out of Classrooms Landscape Day <p>KS1:</p> <ul style="list-style-type: none"> • Craft making with parents • Parent DT afternoon • Michelham Priory • Care home visits • Parents and puppet sewing • Punch and Judy show • Beach school visit • Parents and healthy snack making <p>KS2:</p> <ul style="list-style-type: none"> • Space event Sussex University • Herstmonceux Science centre • Hands on history Romans • Fizz, pop, bang science • Pizza making • Living history Saxons and Viking • Virtual reality • Parent s and Greek party celebration • Isle of Wight residential trip <p>There have been several whole school events including:</p>	<p>£25 000- £30 000</p>

			<ul style="list-style-type: none"> • Kevin the story teller • Herstmonceux science centre planetarium • So Sussex <p>The school is increasing success in this area. Enrichment is now embedded in the curriculum and planning for 2019/20 further enhances this for pupils, families and the wider community.</p> <p>Pupils have also been keen to raise money for charities. Links were made with Jacqueline Wilson as part of the Sussex Foster Care Trust and pupils raised money for others during her visit. Pupil ideas will be further implemented as part of enterprise planning 2019/20.</p> <p>Club participation comprise a minimum of 50% pp children Music tuition has been supported by PP money: Year 3 ukulele Year 5 samba drumming Individual pupils e.g. violin have also had support toward tuition.</p> <p>There has been x3 FTE and x2 PEX. This is decrease in exclusions overall.</p>	
Digital learning Internet café	100% of children have access to IT to e.g. complete homework/ increased access for pupils and parents who do not have IT facilities at home.	EEF: digital learning +5 months “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)	Parents are not yet readily accessing the facility themselves however there was an uptake from Y6 pupils before and after school for revision sessions. The internet café will be part of a wider computing programme being delivered by a new computing lead in 2019/20.	X£1000
Data and tracking systems	Forensic analysis of all vulnerable groups through the use of O Track	In school gap analysis of strengths and areas for development- informing planning and diminishing gaps.	There is a consistency of approach between classes. PPM have been fined tuned to make sure impact is high for pupils Milestones have been revisited for 2019/20 to ensure teacher workload is not over burdensome re collection of irrelevant data. Teacher targets included recognition of the gap for PP children thereby continuing to raise the profile of this vulnerable group.	X 19 teacher ½ day release time for data analysis
Building teams around the child-quality interventions and outside agencies Roles include: SEMH/Inclusion Manager x FT	EEF: Small group tuition +4 months -5% improvement in performance in national/teacher assessments -increases in reading/number age or standardised test scores as a result of structured interventions	“Pupils taught in small groups make on average four months additional progress when compared to larger groups or whole class teaching” (EEF Toolkit) Staffing costs are considerable, however, at Shinewater that investing in quality first teaching and providing early help and intervention, children are able to develop strong foundations for the	Additional money was required for e.g. ESBAS/EP reports for PP/SEND overlap children Inclusion manger/attendance role will be separated 2019/20 due to capacity management.	X£60000

<p>Behavioural specialist teacher and support staff</p> <p>Computing Teacher x 1 day</p> <p>Pupil Premium Officer x 0.5</p>	<p>-5% reduction in the numbers of DA pupils making less than expected progress</p> <p>-5-10% increase in the number of DA pupils achieving EXS indicates targets achieved</p>	<p>future. The school has made rapid progress in developing specialist teams to support not only the pupils but each other. Pupil premium issues are considered and recorded at phase leader meetings with the co-head teacher-phase communication is strong</p>	<p>Computing Teacher x 1 day-this will be implemented in 2019/20- a teacher has been appointed.</p> <p>Pupil Premium Officer x 0.5- support was allocated for x 3 days. This work focused on gap analysis and tracking PP cohorts over time</p> <p>Behavioural specialist teacher and support staff Impact+90% reduction in FTE. Leuven/Boxall and Thrive assessments all show children are making progress</p>	
<p>Early Years Foundation Stage/ Nursery</p> <p>To support poor oral language skills</p> <p>Speech and Language TA3-daily sessions</p> <p>HLTA to train speech and language champion TA to work x two days with identified language issues in EYFS.</p>	<p>Improved language skills x90% pupils achieve normal range for receptive and expressive language</p> <p>Visiting other Early Years facilities/developing networks and cross nursery school and preschool collaboration/CPD for Nursery staff</p> <p>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</p> <p>Digital technology use of the internet café.</p> <p>Supporting the home learning environment</p> <p>Broadening knowledge and understanding of the world through external visits and visitors, practical life experiences and imaginative, creative, risk taking learning through play experiences.</p> <p>Creating a nursery vegetable and flower growing area to promote health and wellbeing</p>	<p>Moving Up with Music-transition project</p> <p>Research based evidenced indicates at least 2 bands progress in EYFS bands in listening and attentions, understanding and speaking</p> <p>Speech link data increases to % of pupils in normal range</p>	<p>Training completed for TA-x 2 pm session allocated to this work beyond the work of the class TA.</p> <p>At times 100% attendance from EYFS/nursery parents. The community the school serves requires support and training for the home e.g. 100% of the children became toilet trained as a result of the nursery teacher supporting parents.</p> <p>Shinewater parents are most likely to be engaged where their child performs for /teaches them or 1:1 time with teacher is allocated.</p> <p>There was 100% attendance from parents at parent and carer consultation evenings including pp families. Teachers made time for parents outside of the allocated parent evening slots and chased up parents who did not initially attend.</p> <p>KUW –funding was provided for EYFS CPD including EYFS conference, visits to other establishments and hub sessions. The co-head teacher also attended these sessions to support the EYF lead to implement change.</p> <p><i>“Opportunities for promoting communication and language activities were clearly evidenced and the EYFS Leader spoke enthusiastically and knowledgeably about previous learning based on the core text, “We’re Going on a Bear Hunt”. The engagement of children in the language driven tasks was focused and enthusiastic. Children were keen to talk about their learning. Displays both in the classroom and the corridor consolidated the drive to promote language.”</i></p> <p>(Swale Review June 2019)</p> <p>A garden centre was developed by the EYFS team as part of learning at the end of the academic year. Future ideas could include growing for selling as part of enterprise development.</p>	<p>X2 days release for teachers to visit outstanding settings</p> <p>X TA3 cost x 1 day per week for speech and language</p>

ii. Targeted support

Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost
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<p>To support pupil wellbeing/SEMH as a key barrier to learning</p> <p>Therapy dogs x 1 morning per week</p> <p>In school counsellor x 2 days</p> <p>TA3 champion KS2 Worry Buster x6 x1 hour</p> <p>Lego Therapy x weekly</p> <p>TA3 Positive Friendship group x6 x 1 hour</p> <p>Peer to peer mental health programme-lunchtime nurture sessions</p> <p>Inclusion Manager resource allocation</p>	<p>Thrive profiles indicate 100% of children make progress from their baseline</p> <p>Reduction in stress levels through therapy</p> <p>Supporting families with a range of complex emotional and wellbeing needs</p> <p>Exit data indicates pupils are able to manage their feelings</p> <p>Nurture and friendship-reduction in loneliness</p> <p>Nurture and friendship-reduction in loneliness</p> <p>Pupils increase confidence through supporting others/ mentees are better able to manage their own feelings through peer interaction</p> <p>Strategic overview of school systems and pupil/family needs re SEMH</p>	<p>EEF : Social and emotional learning +5 months</p> <p>Thrive is a recognised approach which draws on recent advances in neuroscience, attachment theory and child development. Research based evidence in reducing heart rates and stress levels</p> <p>Counselling is a recognised method for supporting wellbeing & SEMH</p> <p>Educational psychology service programme</p> <p>Play therapy research</p> <p>Reduction in playtime incidents</p> <p>Anna Freud national project- Peer Support for Children and Young People's Mental Health Programme</p> <p>School has identified high need of SEMH in school and at home</p>	<p>SEMH continues to be high profile for the school.</p> <p>Data collected throughout the year indicates 40+ pupil premium children have had access to the therapy dogs. Supports attendance as the children are keen to come in on therapy dog days.</p> <p>Data collected throughout the year indicates 18 pp pupils have had access to the in-school counsellor. Triple P and family Thrive needs to be considered for 2019/20 to broaden our offer to parents and families.</p> <p>Layer 3 provision tracks the impact for pupils</p> <p>Increased pupil voice required from inclusion manager 2019/20</p> <p>“Peer Mentoring</p> <p>The school's peer mentoring programme is effectively organised and led by the Year 4 teacher. The programme was observed taking place at lunchtime, which evidenced effective peer support given by Year 6 trained mentors for identified younger vulnerable pupils. When questioned, one pupil stated "the programme has really helped me because I have someone to talk to and share my problems with. Before, I used to lash out but now I am much more calm." In addition to support for the mentees, the programme clearly allows personal development for the mentors who had to apply for their role and be trained. This is another good example of a successful, pupil-led, pastoral intervention at the school."</p> <p style="text-align: right;">“Swale review”</p>	<p>X £15000</p>
<p>PE/outdoor learning for targeted vulnerable groups</p> <p>Outdoor learning provision also to be offered to identified pupils from our partner schools</p> <p>PE and Sports x FT</p> <p>Outdoor Learning x 0.8</p>	<p>Raising the profile of sport as a way of promoting health and wellbeing. A bespoke PP social/team building session is held one afternoon a week for targeted pupils</p> <p>Improved social skills and team building capacity</p> <p>Leuven scales indicate progress with mental health</p> <p>Exclusion rates decrease by 20% from 2017/18</p>	<p>EEF :outdoor/adventure +3 months</p> <p>“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.”</p> <p>(Curriculum for Excellence-Education Scotland)</p>	<p>These sessions have also been supported by x5 students from Sussex University. Key pupils identified initial carried out activities together however as the year progressed it became evident that rotation of activities would be more successful. Planned team building tasks enabled social skills development. Pupil voice indicated the children looked forward to these sessions.</p> <p>FTE Inclusion rates have decreased by 90%</p> <p>Several approaches were trialled with the children and a range of sports. The most effective system involved a “round robin” method whereby children had rapid access to a range of engaging resources. This helped to maintain engagement and developed social skills within small groups. Behavioural issues therefore decreased.</p>	<p>Part of sports premium</p> <p>Outdoor learning x4 days cost</p>

Rainbow Room provision	Thrive/Boxall profile/Leuven scales all show an improvement in wellbeing and self esteem Reduction in exclusion rates	High exclusion rates in 2017/18 Swale Academies Trust recognises the need for additional specialist intervention to be provided for pupils with high level and complex needs.	The Rainbow Rooms children planned a whole school Race for Life project in aid of cancer research. The impact for these pupils was high self-esteem was raised and future events are to be planned. Group projects increased social skills, concentration and engagement. Next year the key teacher will oversee both sides of the rooms with the assistants working with focus groups. This will allow for rapid pastoral support for children to be accessed where required. Release time was provided for teachers to work in the rainbow rooms to develop an understanding of the work provided for the most vulnerable children. Training was provided using PP money form ESAS on understanding attachment. Feedback was positive. 2019/20 money will be spent on up levelling whole school staff training on de-escalation strategies. This work is ongoing.	£150000+ This is subsidise by Swale Academies Trust to support these children as part of our inclusive ethos
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Other Approaches

Action	Intended Outcome	Estimated Impact:	Lessons Learned	Cost
Partnership for progress Parent Information Worker x targeted families Subscribe to MarvellousME! Parent communication tool X6 minimum parental engagement opportunities through teacher planning Parent/pupil voice questionnaires	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. Case studies track attainment and progress Increased communication with parents and carers through e.g. MarvellousME! 20% increase in parents participating in school open evenings or equivalent events=85% 75% attendance at parent engagement sessions e.g. big finishes 100 results of pupil/ 70% parent questionnaires completed Parent are supported to attend school workshops/events through wow starters and big finishes	EEF: Parental engagement +5 months 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 do 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. Teachers 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. Badges and merits awarded/ news feed encourage parental participation in school activities Teachers provide parent support through workshops led by parents e.g. maths café-maths lesson demonstration with parent and child	Transition between classes is important- end of year discussion included work carried out with the focus families. This was highly successful in some classes e.g. a child in Y6 achieved RWN at EXS level when he data had indicated WTS. The parent recognised the value of home school partnership and communication was effective. Case studies need to just be for the partnership families to be most effective. Some of these can match the SEND overlap pupils to reduce teacher workload. MarvellousME! has been of high impact-data is sent to teachers on a weekly basis. E.g. maths parents sessions= poor attendance in 2017/18. 2018/19 at least 50% of parents attended maths café sessions where parents sat in a maths lesson and were taught by their child 51% of families responded to questionnaires. This should be easier to track next year with the new IT suite rather than paper copies. The school is working on improving the website to support parents with information and communication.	X14 teachers half day release time (costs met through TA3/supply) £350 subscription
Homework provision	90% of pupils are supported to complete homework activities	There is some evidence that when homework is used as a short and	Gather assembly re homework indicates pupils are more likely to complete homework now they are designing it with teachers	£0

	Parent voice indicates improvements in systems	focused intervention it can be effective in improving students' attainment EEF: Homework +2 months	Open evenings x 3 sessions were implemented for parents who wish to access school resources to carry out homework with their child in school	
Parent Support Worker X 12 families per annum	-90% uptake for parent support worker improving persistent absence and wellbeing	Parents needs are supported both at home and in school Support with parenting/paperwork and complex SEMH	This has been implemented into school Moving forward the school will be improving systems for referral and review time allocation according to the bespoke needs of parents. Triple P will also be put in place and the school will be investigating Family Thrive.	X cost of family support worker
Attendance-rapid action plan Reduction in PA for DA and pupils from 14.95% 2017/18 to 11.31% 2018/19 (End of Term 4) Increase in attendance rate from 2017/18 -91.96% to 95+% -2018/19 to 95.12%, (End of Term 4)	Shinewater aims to improve attendance to be in line with national requirement of 95+%. Increase % improvement in attendance/punctuality	Priority 1 Development of Policy into effective practice Priority 2 Embed clear and high attendance expectations Priority 3 Embed 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.		X cost attendance officer x 2 hours per day
Identification of Talented/Able Disadvantaged Pupils Provision	50+ PP pupils make up the scholarship programmes groups.	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. Improved tracking and monitoring of pupil progress and attainment as well as recognition and acknowledgment of wider talents means no missing talent goes unnoticed.	The scholarship programme has been a highly successful: <ul style="list-style-type: none"> • Parent and pupil voice has been positive and complimentary • Links with secondary schools have been well established including termly meetings between HTs • PP able children are accessing a wide range of subjects including computing, PE, creative arts, science, outdoor learning and history. These children would not have had access to such opportunities had this not been in place <p>The University of Sussex Explorers Programme has enabled all Y6 children to have an insight to university and the school strongly encourages children to aspire to this level.</p> <p>The school is working to fully develop a broad balanced curriculum that provide a range of opportunities for all year groups. Funding should continue to be spent on visits, visitors and enrichment to enable our community to expand beyond its boundaries. E.g. working on the Arts Award 2019/20</p> <p>DA GDS data for KS1 writing and maths needs to increase 2019/20</p> <p>DA GDS data for KS2 reading, writing and maths</p>	£500