

## New Wave Federation Pupil Premium Strategy Statement

Summary information				
Shacklewell Primary School	Total PP budget	Total number of pupils	Number of pupils eligible for PP	Next internal review of this strategy
Academic Year 2020-2021	£168,092	427	122	September 2021

In-School Barriers
Language Acquisition: 42% of those who identified as Pupil Premium are also EAL. The curriculum we provide must be focused around the accurate, effective and timely acquisition of language.
Conceptual Understanding: Attainment at Greater depth in Reading, Writing and Mathematics. Although 25% of PP pupils achieve the expected standard in RWM at the end of KS2, only 2% achieved a high standard at the combined measure.
Aspirations: A majority of the children who are identified as DA at Shacklewell are not from families which promote high aspirations in academic achievement. The children who come from these backgrounds come from families with either no parents working or working on very low income.
Universal Free School Meals: Low numbers of parents are applying for FSM due to Universal Free School Meals Reception for Year 1 and Year 2. Accordingly, children who would be PP are not identified and therefore the school receives reduced Pupil Premium funding.
External Barriers
Life Experiences and Enrichment Opportunities: children have less access because of cultural separation, language deprivation and financial constraints, to experiences which would otherwise enrich their language, knowledge and imagination.

Desired Outcomes	Success criteria
PP pupils at Shacklewell will make better than expected progress across KS1 and KS2 in Reading and Mathematics	<ul style="list-style-type: none"> <li>• School leaders will provide teachers with the appropriate information regarding the context of data to ensure they're known and the correct amount of progress is being made.</li> <li>• The introduction of reading albums will inspire and motivate children to develop a love for reading, which in turn should have a positive impact on reading progress made across the school.</li> <li>• Opportunities for reading successes across the school will be evident both in class and as a whole school. Discreetly targeting PP pupils where needed.</li> <li>• PP pupils to take part in enrichment opportunities including English Speakers Union debating club and the Brilliant Club</li> </ul>

	<ul style="list-style-type: none"> <li>● A whole school priority focused on vocabulary acquisition will support all learners to articulate themselves with a wider range of vocabulary in different contexts</li> <li>● School assessment systems will ensure early identification of children who are not making progress.</li> </ul>
<p>To ensure children at Shacklewell are exposed to a nurturing and enriching curriculum, which stimulates, promotes, and allows for higher engagement levels, whilst also closing gaps between peers through offering shared life experiences.</p>	<ul style="list-style-type: none"> <li>● Enrichment opportunities for foundation subjects will take place for every class at least once a term.</li> <li>● Teachers are coached and supported when planning, to provide inspiring lessons that will capture a child's love of learning.</li> <li>● CPD will be offered to staff through insets and tailored coaching sessions, on how to motivate and inspire DA and PP pupils where needed, in order to close learning gaps with their peers.</li> <li>● School environments, special visitors and topic days will promote a love of learning, allowing children to share special school experiences with each other and build on prior knowledge together.</li> </ul>
<p>An increased number of parents apply for pupil premium grant funding across EYFS and KS1.</p>	<ul style="list-style-type: none"> <li>● School strategies ensure parents are aware of how to apply for pupil premium funding and are supported to complete their application.</li> <li>● The 2 Year Old Provision remains exclusively for families from disadvantaged backgrounds</li> <li>● Children attend the 2 year Old Provision are prioritised for Nursery places.</li> <li>● Through support for DAdv families during the period of registration in EYFS, the numbers of children eligible for PPG children will increase.</li> <li>● Continued partnership with the Hackney CAMHS alliance to build resilience for parents and families.</li> </ul>
<p>To provide an environment at Shacklewell which enriches pupils lives by promoting high aspirations, a sense of belonging and academic achievement and understanding for all children.</p>	<ul style="list-style-type: none"> <li>● School leaders will review the enrichment activities focused on raising the attainment and aspirations of key groups of children, including those whose attendance is below national standards.</li> <li>● Children who identify as PP will exceed the national and local averages</li> <li>● Whole school enrichment trips and visitors ensure children's exposure to the wider aspects of British cultural life.</li> <li>● A robust curriculum which emphasises the strengths the knowledge required to unlock the shared cultural touch points of British life will enhance all pupils aspirations.</li> </ul>

Planned Expenditure					
Academic Year		2020-2021			
1. 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	Review cycle
PP pupils at Shacklewell will make better than expected progress across KS1 and KS2 in Reading and Mathematics	<ul style="list-style-type: none"> <li>• Small focus groups with PP children will ensure activities are structured effectively to promote incremental and secure progress for all.</li> <li>• CPD sessions for all staff will be shaped by current research to enhance the curriculum offer for all children.</li> <li>• In school data and class profiling ensure that all adults know the next steps for all children, but especially those who are PP.</li> <li>• Reading albums for Y3-Y6 students will enable them to showcase their reading journey and enhance their identity as readers.</li> <li>• Class teachers are aware of specific groups (PP) where reading progress has stagnated and will ensure those children are a focus in terms of reading albums being monitored and celebrated.</li> <li>• Providing specific children or groups of children with a range of books of their choice to enhance the chances and opportunities for them to read high-quality and language-rich texts.</li> <li>• HA and MA focus group will be known to SLT and teachers and will become a focus when conducting book looks, assessment weeks (results and gap analysis) and lesson observations.</li> </ul>	<p>Tracking intervention groups from the previous academic years has shown hugely positive gains made by targeted children including those with PP.</p> <p>The attainment and progress of the MA and HA from KS1 to KS2 was below expected.</p>	<ul style="list-style-type: none"> <li>• Identify children who can make accelerated progress through half termly tracking and ensure their sustained progress through regular formative and summative assessment.</li> <li>• Subject leader monitoring guarantees that classroom teaching is of the highest standard and is supporting those PP children to make progress in line with their peers.</li> <li>• Intervention impact reviews will identify those interventions that are highly successful for pupils and replicate the best practice across the school.</li> <li>• Pupil attainment review meetings will have a clear focus on progress for PPG progress to ensure teacher accountability</li> <li>• Using the results of the PIRA test and the children's prior attainment, teachers use gap analysis of specific groups in order to address misconceptions, which in turn will be monitored by leaders.</li> </ul>	IHT AHT EL PL	Half termly

<p>To ensure that a higher percentage of all pupils achieve greater depth in reading, writing and maths at the end of KS1 and 2</p>	<ul style="list-style-type: none"> <li>● Send children on local or national inspirational maths days (at schools within/outside the borough) and ensure participation in external maths challenges</li> <li>● Review of the mathematics mastery programme and the challenge it presents to children (MA,HA) in terms of the activities provided</li> <li>● Half termly monitoring of the progress of the HA at the end of KS1 to the end of KS2 to ensure they're making expected or better progress.</li> <li>● Maths lead to model inspirational maths lessons to develop the practice of members of staff that are high priority</li> </ul>	<p>Children meeting the GDS for maths at the end of KS2 was 15%</p>	<ul style="list-style-type: none"> <li>● SLT to conduct book looks with a focus on the challenge/ differentiation for the MA/HA in maths</li> <li>● Provide teachers with a resource bank with activities that deepen the learning of children in mathematics to be used daily</li> <li>● Teachers to observe their peers that model outstanding practice in their teaching of mathematics with regards to challenge</li> <li>● Using a triangulation of data (book looks, data and lesson observations), SLT team in conjunction with the maths lead and phase leaders, to monitor a focus group of children in specific year groups, tracking progress made termly</li> </ul>	<p>IHT AHT</p>	<p>Termly</p>
<p>All children at Shacklewell will experience an enriching and nurturing curriculum.</p>	<ul style="list-style-type: none"> <li>● School leaders will review the enrichment activities focused on raising the attainment and aspirations of key groups of children, including those whose attendance is below national standards.</li> <li>● Regular trips, guest speakers and enriching lessons allow the children to flourish academically.</li> <li>● The use of local resource centres allows for artefacts and resources to come into school to enhance learning opportunities</li> </ul>	<p>As explored by the EEF, children who experience a wider breadth of experiences achieve more consistently and have a wider pool of knowledge from which to problem solve. Giving children access to a rich learning environment beyond the school promotes a culture of curiosity and love of learning whilst also closing gaps between peers.</p>	<ul style="list-style-type: none"> <li>● Strategic planning ensures all children explore their local area, the wider city and invite guests into their classroom.</li> <li>● Pupil and parent voice indicates that children are enjoying a wide reaching and knowledge rich curriculum.</li> </ul>	<p>IHT AHT</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>95,000</p>

2. 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	Review cycle
Families of all children will be given strategies on how best to improve their child's learning.	<ul style="list-style-type: none"> <li>To continue to deliver parental workshops for RWI, ILD, SFA, maths, English and Curriculum.</li> <li>To continue to provide opportunities for parents to engage in their child's learning.</li> <li>To ensure all parents are invited and encouraged to attend workshops and in-school learning opportunities with their children.</li> <li>Parents of children who are PP will receive support through targeted workshops and 1-1 sessions with senior leaders and class teachers.</li> </ul>	<p>Activities that involve parents in supporting their child's learning can be effective providing there is sufficient monitoring and evaluation in place. (Suffolk Learning, 2014-2015). Workshops are planned and designed with key 'hard to reach' groups in mind including fathers and those who with EAL and/or PP to equip them with strategies to support their children to make accelerated progress.</p>	<ul style="list-style-type: none"> <li>Continued 'Come learn with me' sessions and coffee mornings with families promote good behaviour, attendance and enjoyment of school.</li> <li>Robust communication ensures all parents and targeted groups are given notice and encouraged to attend workshops.</li> <li>SLT to build on the network of external professionals to support families, including through the CAHMS partnership.</li> <li>Teachers will cultivate positive relationships with parents and continue to have an open dialogue with them to ensure transparency and an awareness of wider opportunities within the school.</li> </ul>	SLT CL	
An increased number of parents apply for pupil premium grant funding across EYFS and KS1.	<ul style="list-style-type: none"> <li>Administrative support for families looking to claim FSM in order to identify them as PP.</li> <li>Signposting support that is available from other agencies and professionals.</li> <li>Subsidised school uniforms for children who are PP.</li> </ul>	As stated by the EEF when schools are reliant on parents to apply for PP, it reduce overall funding. Shacklewell is committed to signposting PP support for those who are potentially eligible.	<ul style="list-style-type: none"> <li>Monitoring of admission process to ensure that families new to Shacklewell who are PPG are provided with additional support and advice for claiming FSM and other benefits.</li> <li>SIMS monitoring to cross check families who are PP with those claiming FSM.</li> </ul>	SLT SAO	
Total budgeted cost					£39,010

3. 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	Review cycle
To improve the attendance of PPG pupils who attend breakfast clubs and after school clubs	<ul style="list-style-type: none"> <li>Ensure a wide range of exciting and enriching clubs are on offer to all children, with subsidised places for PP pupils.</li> <li>Subsidise Breakfast Club places for PP pupils to improve attendance.</li> <li>PP are continually reminded to attend ASC and given wider opportunities to access enrichment clubs.</li> </ul>	<p>'Extended schools...help create the conditions under which learning approaches can work'. (Suffolk Learning, 2014-2015).</p> <p>Children who are PP are encouraged to attend Breakfast Club to ensure they have a healthy and settled start to their day. This also provides an opportunity for staff to provide emotional and/or educational support for the children.</p>	<ul style="list-style-type: none"> <li>Monitor uptake of Breakfast Club, and after school clubs each term.</li> <li>Liaise with attendance officer to identify children who are consistently late to school.</li> <li>Regular reminders to parents.</li> <li>Family support worker to liaise with families to ensure children attend school on time and know opportunities available to their child/children.</li> </ul>	SLT IL AT	Termly
Shacklewell offers an enriching curriculum that promotes a love of learning that is inclusive and open to all children.	<ul style="list-style-type: none"> <li>School visits are subsidised for children who are PP.</li> <li>Children who are PP continue to be selected to participate in a wide range of visits, trips and competitions.</li> </ul>	<p>Children who are PP tend to have limited exposure to cultural, sporting and educational opportunities outside of school relative to their peers. Shacklewell seeks to remove this barrier and to aid social mobility.</p>	<ul style="list-style-type: none"> <li>Class trips and/or visitors to be arranged at least one per half term.</li> <li>Parents of DA pupils to be made aware of the subsidy programme so no child feels unable to attend any event.</li> </ul>	SLT IL CL	Half termly
Total budgeted cost					£34,700