

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shorne CE Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	2.37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	05 October 2021
Date on which it will be reviewed	20 September 2022
Statement authorised by	T Hewett
Pupil premium lead	S Mallinson
Governor / Trustee lead	A Tompkins

Funding overview

Detail	Amount – 2021/22	Amount – 2022/23 (projected)	Amount – 2023/24 (projected)
Pupil premium funding allocation this academic year	£7,165	£6,380	£4,843
Recovery premium funding allocation this academic year	£2,000	-	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£2,800	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,165		

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

Our Intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly lower than the national average (21.6% 2020/21) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment and slow progress rates. The children have gaps and misconceptions and find it difficult to retain/learn 'sticky' knowledge (particularly due to lack of engagement with online learning).
2	Pupils and their families have social and emotional difficulties, including medical and mental health issues.
3	Pupils have had limited experiences beyond their home life and immediate community (especially due to COVID-19 and lockdown).
4	Low attendance with PP children upon returning to school post-lockdown due to anxiety.
5	Pupils need to develop their organisational skills, resilience, and determination. In addition, they can be too reliant on adult support in class, not listening and have significant concentration issues, and are reluctant to 'have a go' due to fear of failure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Challenge 1</u></p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p> <p>To ensure fallen behind children receive targeted high-quality interventions monitored by SLT.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p>	<ul style="list-style-type: none"> All disadvantaged children make expected progress (e.g., expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively – addressing misconceptions as part of pre- or post-teaching. Additional PiXL intervention sessions will take place – based on gaps in learning and with reference to previous key stage/year results Interventions will be monitored by the Deputy Head of School/SENCo and the impact of each intervention will be measured.

	<ul style="list-style-type: none"> • Quantity/quality of reading in each class is at the correct level of challenge for each child (using Accelerated Reader (AR) to obtain ZPD range). Children are taking quizzes regularly and attaining 80%+ on average. Children are reading for at least 25 minutes per day. • Teacher's to regularly update and celebrate AR within the classroom and school as a whole. • Topic books to be bought for PP group throughout the year. • Literacy Lead to develop initiatives to target reading. • Literacy Lead to deliver training and development for all staff on teaching of reading. Use classroom monitoring (where possible), examination of data and pupil progress meetings to ensure that children are making appropriate progress. Support for developing practice of new to school, and trainee, teachers. • Identified children are supported through the use of the National Tutoring Programme.
<p><u>Challenge 2</u> Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> • Family Liaison Officer, SENCo and Head of School identify and support families and children and work to alleviate barriers to learning. • Identified children are invited to Nurture and Lego Therapy sessions with support staff. Children are allocated a PP mentor (support staff and SLT) who will meet with them regularly and provide support/alleviate barriers. • Identified children are supported with external counselling services to support mental wellbeing and emotional regulation.
<p><u>Challenge 3</u> Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p> <p>School to provide children with access to technology which they cannot access at home.</p>	<ul style="list-style-type: none"> • Curriculum Maestro (Cornerstones) topics will provide pupils with exciting, varied and book-based learning. • Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

	<ul style="list-style-type: none"> • Children are given opportunities every day/week to take AR quizzes and change their reading book.
<p><u>Challenge 4</u> All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (currently 94+%). • Monitoring of attendance by Head of School brings about an increase in PP pupils' attendance and a decrease in persistent absence.
<p><u>Challenge 5</u> Pupils will have good self-organisational skills, resilience, and determination. Pupils will be able to work independently with confidence.</p>	<ul style="list-style-type: none"> • Lesson observations/learning walks and discussions with children show that they have age-appropriate self-organisation skills and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – the teaching of reading skills	Very high impact for very low cost. EEF – can lead to an additional 6 months' progress over a year. Requires a moderate amount of teacher time, so need to consider developing teacher's ability to use specific techniques for children's needs quickly to minimise costs. Also to ensure texts that provide effective challenge are used.	1
CPD – interventions & provisions	Moderate to high impact for moderate cost. EEF – need to ensure staff are trained to administer interventions and provision (particularly SEMH) to maximise impact from moderate to high.	1/2
IT support – dictation software	Moderate impact for very low cost. EEF – use of technologies to support learning/individualised instructions a positive, especially when combined with small group tuition. Dictation software already on school computers that is fit for purpose.	1/3
Oral language interventions	Very high impact for very low cost. EEF – run as part of Quality First teaching. On average +6 months additional progress. Is the explicit discussion of content or process of learning. Focus on vocabulary and spoken expression. Must be matched to the child's current stage of development. Evidence suggests frequent sessions over an extended period work best.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/Small group tutoring	Medium impact for medium cost. Education Endowment Fund (EEF) – can deliver approximately 5 months additional progress. Cost element (potential downside) is reduced due to availability and use of funding. Needs to be tailored to class content and allow for quality feedback. Tutors to liaise with class teachers to ensure an understanding of learning gaps.	1
Metacognition/self-regulation approaches and Growth Mindset	High impact for low cost. EEF – can lead to +7 months additional progress (though potential evidential problems. Research shows disadvantaged pupils tend not to use these skills so need to have taught them explicitly. Ensure teachers model their own thinking and ensure embedded in the teaching of the curriculum.	5
PiXL interventions	Moderate impact for moderate cost. EEF – need to ensure tailored and specific and staff trained to administer interventions for greater impact. Identification of pupils needs to be ongoing to ensure maximum benefit.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dog Mentoring	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Embed into practice.	2/4
Breakfast Club	(Government Research Report March 2017). Generally improved punctuality, concentration and behaviour.	4
Parental engagement	Moderate impact for very low cost. EEF - positive impact of around +4 months additional progress. Particularly important to mitigate the causes of educational disadvantage. Need to determine whether the parents have the necessary knowledge and skills to assist their child. May be more appropriate to ensure child is re-directed to the teacher.	4
Lego Therapy	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Particular promise with focusing on social interaction between pupils. Embed into practice.	2
Nurture group/Friendship group	Moderate impact for low cost. EEF – on average +4 months over an academic year. Need to also consider non-academic benefits on top of this. Particular promise with focusing on social interaction between pupils. Embed into practice.	2
WOW experiences	Unknown impact for moderate cost. EEF – implemented to ensure participation and that PP group are not left out due to financial circumstances.	3
External Counselling	Unclear impact for moderate cost/moderate impact for low cost. Behaviour interventions generally show +4 months academic progress. SEMH	2

	benefit is unclear but of obvious importance.	
--	---	--

Total budgeted cost: £ 6,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome*
PPG children to make at least expected progress in writing.	40% PPG made at least expected progress (20% 2019/20)
Increase ARE % for PPG group in reading.	50% of PPG attained ARE (33% 2019/20)
PPG group to show accelerated progress in maths following tailored interventions.	50% PPG group showed accelerated progress (0% 2019/20)
Improve attendance for PPG group through Dog Mentoring and provision of Breakfast Club.	Attendance, when at school, was 79.7% compared to non-PP children (95.4%).
Support emotional wellbeing of identified disadvantaged pupils to reduce number of behaviour sanctions.	Behaviour sanctions of identified pupils decreased by, on average, 70% per child (note time at school was reduced due to the pandemic).
*Due to COVID-19, performance measures have not been published for 2020 to 2021. Where referenced, performance measures are internal only.	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Dog Mentoring	The Dog Mentor

Further information (optional)

Where possible, strategies are also used within whole class setting where a need has been identified that will benefit PP group children in addition to others. This is particularly true at the present time as regards social interaction skills and cognitive skills, for example, because of the extended period of home learning (limited/unclear engagement) due to COVID-19.