

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	210
Proportion (%) of pupil premium eligible pupils	11 (5.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	S Prest
Pupil premium lead	S Mallinson
Governor / Trustee lead	C Rudden-Vine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,335
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£8,335

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 strategy is a three-year plan to tackle gaps in attainment and progress between the pupil premium cohort and our non-pupil premium cohort. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

At the heart of the strategy is high quality teaching, both in the classroom and in other areas of school life. The Educational Endowment Fund identifies 'an effective teacher in front of every class' as a key ingredient to the success of pupil premium strategies. This is something taken seriously, and a programme of professional development linked to teaching and learning is always high priority. Metacognition is one such high impact/low-cost strategy (EEF Teacher Toolkit) that is a focus of our training in 2022-23. A focus on literacy in particularly reading and oral language is also a focus.

Staffing throughout school deployed to effectively teach and challenge our Pupil Premium Pupils is a focus of our strategy. Targeted academic support is also key. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress (The EEF Guide to the Pupil Premium—Autumn 2021, updated April 2022). Our strategy is outlined below but the intent is that intervention is targeted, delivered effectively by high quality staff and that the impact is properly monitored. The intervention strategy is also integral to wider school plans for education recovery, notably the catch-up funding programme to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families, pupils and parents feel a sense of belonging within the school community. The intention is to ensure that pupils eligible for Pupil Premium funding and their parents are proportionally represented across all positive aspects of our school life and feel fully integrated into the community.

Underpinning all the above is attendance. If pupils are not in school the strategy is simply words on a page, attendance is key to success. Therefore, attendance will always be a focus for our strategy. This includes 'active attendance' as simply being in school isn't enough, as pupils need to be in the right place, with the right mindset each day to ensure they are making progress.

Challenges

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

Challenge number	Detail of challenge
1	Progress of our disadvantaged pupils is below the progress of our non-pupil premium pupils. Below are figures for expected or greater progress (disadvantaged pupils compared to non-disadvantaged pupils): Reading – 25% compared to 70.4% Writing – 37.5% compared to 67.6% Maths – 37.5% compared to 79.6%
2	Last year the attainment of our pupil premium pupils was below that of their non-eligible peers. Reading – 25% versus 70.4% Writing – 12.5% versus 63.4% Maths – 25% versus 72.5%
3	The attendance of our pupils eligible for Pupil Premium in 2021/22 was 92.5% which is below our school target of 96%. Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils.
4	Parental engagement in an area for improvement. Of the 5 pupils eligible for pupil premium disadvantaged only 40% of parents attended their parent consultation. This trend is replicated in other areas of school life (parent meetings regarding trips, residentials, sharing of children's work).
5	Literacy gap. The reading age of 3/5 pupil premium children is below age-related at the end of summer 2022.

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
Improved progress among disadvantaged pupils across the curriculum.	All pupil premium children make at least expected progress (e.g., expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. Those pupil premium children who are not working at age-related expectations in previous summer 2 make better than expected progress over the year 2022/23.
Improved attainment among disadvantaged pupils across the curriculum.	Attainment of pupil premium children improves in line with the following: 2022-23: 50%

	2023-24: 60% 2024-25: 70%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (currently 94+%).
To achieve and sustain improved engagement for all pupils and their families, including those who are disadvantaged.	Sustained high levels of engagement from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and observations. • An increase in engagement in enrichment activities. • An increase in representation of pupils in leadership roles. • An increase in the number of parents of pupils eligible for pupil premium attending school activities and events.
Improved literacy and oracy skills among disadvantaged pupils.	All disadvantaged pupils have a reading age of at least their actual age by the end of summer 2023.

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: £ 2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils.	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Very high impact for very low cost based on extensive evidence. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 5
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.	1, 2, 5

	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, especially given new curriculum.	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in KS2 and Improving Literacy in KS1	Developing pupils' language capabilities and vocabulary (Recommendation 1 – KS1 and KS2) as well as developing their reading fluency (Recommendation 2 – KS2) can explicitly improve children's reading and writing skills. A systematic phonics programme (Recommendation 3 – KS1) explicitly helps children to read.	1, 2, 5
Use of Accelerated reader programme to improve reading ages of Key Stage 2 pupils	Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. Very high impact for very low cost based on extensive evidence. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5
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. Need to ensure sufficient allocation of devices for maximum impact.	1, 2, 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 (Recommendation 1 – Improving Literacy in KS2)	1, 2, 5

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/Small group tutoring	<p>This is a high impact strategy with a moderate cost.</p> <p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5
Targeted interventions	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition.</p> <p>A particular focus will be a new pupil premium child with significant EAL.</p>	1, 2, 5

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

Budgeted cost: £ 3,900

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.	4
Breakfast Club	(Government Research Report March 2017). Generally improved punctuality, concentration, and behaviour.	3, 4
Parental engagement	EEF - positive impact of around +4 months additional progress. Particularly important to mitigate the causes of educational disadvantage. Parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. Moderate impact for very low cost based on extensive evidence. Parental engagement EEF (educationendowmentfoundation.org.uk)	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. Promise with focusing on social interaction between pupils. Embed into practice. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	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. Promise with focusing on social interaction between pupils. Embed into practice. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
WOW experiences	Evidence suggests that children from disadvantaged backgrounds have, on	3, 4

	average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
External Counselling	Unclear impact for moderate cost/moderate impact for low cost. Behaviour interventions generally show +4 months academic progress. SEMH benefit is unclear but of obvious importance.	3, 4
Attendance – use of Family Liaison Officer (FLO) to support pupils and their families	Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Deliver intervention in a targeted way, in response to data or intelligence. Working together to improve school attendance	3
Contingency fund for acute issues	Contingency fund for acute issues. Based on experience and those of similar schools, leaders have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 8,200

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 2021 to 2022 academic year (*based on pupil premium numbers of 4 children*).

Aim	Outcome
<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>	<p>100% of disadvantaged children maintained the standard of attainment they achieved at the end of the previous year.</p> <p>25% of disadvantaged children made expected or greater progress across the curriculum.</p> <p>25% of disadvantaged children made accelerated progress across the curriculum.</p> <p>50% of disadvantaged children have a reading age well above their actual age.</p>
<p>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>	<p>Behaviour sanctions of disadvantaged pupils reduced to 2 incidents across the whole year.</p>
<p>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>	<p>All disadvantaged pupils attended school run events linked both to their learning and the wider curriculum. Engagement in the curriculum was evident. This has, however, not translated into progress/attainment improvements.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Attendance for disadvantaged pupils for 2021/22 was 92.5%. Persistence absence was 25% (1 child) of disadvantaged pupils (7% for non-disadvantaged pupils).</p>
<p>Pupils will have good self-organisational skills, resilience, and determination. Pupils will be able to work independently with confidence.</p>	<p>Class teachers report improved independence of 2 children as per targets in EHCPs.</p>

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

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.