

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/24 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		
Academic Year	2023/24	2024/25	2025/26
Number of pupils in school	210		
Proportion (%) of pupil premium eligible pupils	5.2%		
Academic year/years that our current pupil premium strategy plan covers.	2023/24 – 2026/27		
Date this statement was published	December 2023		
Dates on which it will be reviewed	June 2024, June 2025, June 2026		
Statement authorised by	T Hewett		
Pupil premium lead	S Mallinson		
Governor / Trustee lead	C Rudden-Vine		

### Funding overview

Detail	2023/24	2024/25	2025/26
Pupil premium funding allocation this academic year	£17,080		
Recovery premium funding allocation this academic year	£2,000		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,575		
<b>Total budget for this academic year</b>	<b>£25,655</b>		

# 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.

Overcoming barriers to learning is at the heart of our Pupil Premium strategy as we recognise that challenges are varied. We support pupils where necessary and make reasonable adjustments to the work set to meet individual needs. This includes provision for pupils who have fallen behind and those who would benefit from greater depth and challenge to learn and achieve well.

Our goal is for disadvantaged pupils to progress in line with that of non-PPG pupils and the gap in attainment to be diminished.

Key to achieving this is the provision of 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.

Staffing throughout school being deployed effectively is another 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, are 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	<p>Progress and attainment of our disadvantaged pupils is below the progress and attainment of our non-pupil premium pupils. Below are figures for expected or better progress (disadvantaged pupils compared to non-disadvantaged pupils):</p> <p><u>Progress (2022/23)</u>            Reading – 50% compared to 71%            Writing – 38% compared to 60%            Maths – 50% compared to 70%</p> <p><u>Attainment (2022/23)</u>            Reading – 31% versus 68%            Writing – 13% versus 55%            Maths – 31% versus 67%</p>
2	Low communication and language skills.
3	The attendance of our pupils eligible for Pupil Premium in 2022/23 was 86.6% which is significantly 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 11 pupils eligible for disadvantaged pupil premium only 64% of parents attended their parent consultation last year. 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 6/11 pupil premium children is below age-related at the end of summer 2023.
6	Emotional health and wellbeing (and enhanced challenge especially after the COVID-19 pandemic).
*One child was a school refuser. Attendance excluding this child was 92.18%	

## 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.	No difference between progress for pupil premium children and non-pupil premium children.
Improved attainment among disadvantaged pupils across the curriculum.	Gap on attainment for all pupil progress children to be diminished, including at greater depth level.
<p>Improved literacy and oracy skills among disadvantaged pupils.</p> <p>Improved communication and language skills.</p>	<p>All disadvantaged pupils have a reading age of at least their actual age by the end of Summer 2024 and greater than their actual age by 2025/26.</p> <p>Pupils are provided with opportunities to develop their oracy skills such as performance, reciting poetry, debating and reading aloud throughout the curriculum so they are more confident to speak/read aloud to different audiences.</p> <p>Clearer speaking improves spelling and writing outcomes.</p> <p>All classroom opportunities to speak appropriately are used.</p> <p>Pupils are provided with daily opportunities to revise, re-teach and support spelling strategies evidenced through monitoring and improved outcomes.</p>
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.	<p>Sustained high levels of engagement from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and observations.</li> <li>• An increase in engagement in enrichment activities.</li> <li>• An increase in representation of pupils in leadership roles.</li> <li>• An increase in the number of parents of pupils eligible for pupil premium attending school activities and events.</li> </ul>
Increased parental engagement with school life.	Parents report that they feel informed about their child's learning indicating this on parent surveys. Pupils feel that they are supported at home with their learning indicating this through pupil voice.
Enhanced emotional and mental wellbeing for disadvantaged pupils and their families.	<p>Pupils and parents indicate that there are strong links between home and school on parent surveys.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem</p>

	and develop resilience and independence as evidenced by pupil voice.
--	--

## 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: (2023/24) £ 12,500

(2024/25) £

(2025/26) £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching for all pupils	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes	1, 2, 5
Training and resources for new phonics scheme - Little Wandle	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds ( <a href="#">EEF – Phonics</a> )	2
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: <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1, 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. 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	1, 5

	that provide effective challenge are used, especially given new curriculum.	
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in KS2</a> and <a href="#">Improving Literacy in KS1</a>	Developing pupils' language capabilities and vocabulary ( <i>Recommendation 1 – KS1 and KS2</i> ) as well as developing their reading fluency ( <i>Recommendation 2 – KS2</i> ) can explicitly improve children's reading and writing skills. A systematic phonics programme ( <i>Recommendation 3 – KS1</i> ) explicitly helps children to read.	1, 5
Use of Kagan and Thinking Hard strategies in all year groups	'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year'. ( <a href="#">EEF – Collaborative learning approaches</a> ) 'Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence'. ( <i>Kagan online</i> )	2, 6
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. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 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. Social and emotional learning interventions can have moderate impact for a very low cost – ( <a href="#">EEF – Social and Emotional Learning</a> )	1, 6
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	1, 2, 5

	period work best (Recommendation 1 – <a href="#">Improving Literacy in KS2</a> )	
--	--	--

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

Budgeted cost: (2023/24) £ 6,500

(2024/25) £

(2025/26) £

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/Adult support to raise progress/attainment	<p>Small group tuition (1 teacher: 2-5 pupils) enables the teacher to focus exclusively on a small number of learners to ensure effective progress targeted specifically to the pupils' needs. The EEF supports this collaborative approach to small group learning. (EEF – Collaborative learning approaches).</p> <p>In addition, 1:1 and small group work provides targeted support based on the individuals needs. The EEF supports 1:1 and small group interventions from a TA as a key to success. On average, an additional 4 months' progress is made, particularly in Reading, when pupils receive targeted interventions from a TA (<a href="#">EEF – Teaching Assistant Interventions</a>)</p>	1, 2, 5
Targeted interventions	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits such interventions.	1, 2, 5
School trips, year group enrichment opportunities	The EEF suggests that 'outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork'. In addition, the EEF states that outdoor learning 'can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support	3, 6

	pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'.	
--	---	--



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

Budgeted cost: (2023/24) £ 5,500

(2024/25) £

(2025/26) £

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	<a href="#"><u>(Government Research Report March 2017).</u></a> 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. <a href="#"><u>Parental engagement   EEF (educationendowmentfoundation.org.uk)</u></a>	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. <a href="#"><u>Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</u></a>	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	2

	interaction between pupils. Embed into practice. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
WOW experiences	Evidence suggests that children from disadvantaged backgrounds have, on 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. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
External Counselling	Moderate cost/moderate impact for low cost. Behaviour interventions generally show +4 months academic progress. SEMH benefit is unclear but of obvious importance. ( <a href="#">EEF – Social and Emotional Learning</a> )	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. <a href="#">Working together to improve school attendance</a>	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:** (2023/24) £ 24,000

(2024/25) £

(2025/26) £

## 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 2022-23.

Aim	Outcome
Improved progress among disadvantaged pupils across the curriculum.	<p><u>Progress – good or better (2022/23)</u>            Reading – 50% compared to 71% (non-PP). <b>Gap: -21%</b>            Writing – 38% compared to 60%. <b>Gap: -22%</b>            Maths – 50% compared to 70%. <b>Gap: -20%</b></p> <p><u>Progress – good or better (2021/22)</u>            Reading – 33% compared to 60% (non-PP). <b>Gap: -27%</b>            Writing – 33% compared to 56%. <b>Gap: -23%</b>            Maths – 33% compared to 66%. <b>Gap: -33%</b></p>
Improved attainment among disadvantaged pupils across the curriculum.	<p><u>Attainment - expected or higher (2022/23)</u>            Reading – 31% versus 68% (non-PP). <b>Gap: -37%</b>            Writing – 13% versus 55%. <b>Gap: -42%</b>            Maths – 31% versus 67%. <b>Gap: -36%</b></p> <p><u>Attainment - expected or higher (2021/22)</u>            Reading – 22% versus 68% (non-PP). <b>Gap: -46%</b>            Writing – 11% versus 52%. <b>Gap: -41%</b>            Maths – 22% versus 60%. <b>Gap: -38%</b></p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p><u>Attendance 2022/23</u> - 86.6% (non-PP – 94.72%). This was significantly below our school target of 96%*.  <u>Attendance 2021/22</u> – 90.54% (non-PP – 92.7%)</p> <p>Although attendance has improved (excluding school refuser detailed below) it is still below national average. Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils, hence our continued drive to improve this.</p>
To achieve and sustain improved engagement for all pupils and their families, including those who are disadvantaged.	<p>7/11 parents attended parent consultations last year. Parental engagement with surveys was even less at 4/11. Alternative forms of feedback were sought and this increased to 6/11. Engagement of parents still continues to be a target, especially given the percentage of parents attending open events was less than that for non-disadvantaged parents.</p>
Improved literacy and oracy skills among disadvantaged pupils.	<p>The reading age of 55% (6/11) of pupil premium children was below age-related at the end of summer 2023. This is an improvement on the previous year (75% - 3/4) but still not as good as it should be hence it still being on this revised strategy plan. Focus will be on improving numbers due to low number of pupil premium children having a marked effect on percentage data.</p>
<p>*One child was a school refuser. Attendance excluding this child was 92.18%</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*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
EdShed (Spelling Shed)	Education Shed Ltd
FFT Aspire	The Fischer Family Trust
Little Wandle Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Charanga Musical School	Kent Interactive Music
Mark Assessment and Reporting Kit	Hodder Education
Shine Interventions (Rising Stars)	Hodder Education
Dog Mentoring	The Dog Mentor
Learning by Questions	Learning by Questions Ltd
Complete PE	Complete PE Ltd

## 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.*