

# 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	Shottery St Andrews C of E Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	H. Howlett
Pupil premium lead	H. Howlett
Governor / Trustee lead	E. Gibbons

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,098
Recovery premium funding allocation this academic year	£ 2 465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 26,563

# Part A: Pupil premium strategy plan

## Statement of intent

At Shottery St Andrew' Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress
- To support our children's health and well-being to enable them to flourish.

We will ensure quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require most support, as research has proven that this has the greatest impact on closing the disadvantaged gap whilst at the same time benefiting all pupils.

We will provide pastoral support for pupils, identified by school as vulnerable or in need to enable them to be successful learners.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

- Pupil premium funding will be allocated following a needs analysis which will identify priority groups and individuals. To maximise effectiveness we will act early and adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1.	Attainment gap across Reading, Writing and Maths.
2.	Social, emotional and mental health needs.
3.	Lower participation in enrichment opportunities.
4.	Lower parental engagement.
5.	Higher level of mobility (Pupil Premium children joining in Key Stage 2).

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Narrow the attainment gap between PP and non PP pupils.	Gap will close in attainment between PP and non PP.
Increase opportunities for reading and maths at home and school.	Improved basic numeracy skills. Accelerated progress in phonics & reading.
Pupils access early targeted interventions to prevent gaps developing.	Gap between PP and non PP does not widen.
Pupils demonstrate greater resilience independence and perseverance. Pupil feel safe and valued. Pupils aware of how to access support and teachers are sensitive to pupils need.	Jigsaw, Growth Mindset, Nurture and Pastoral support develops greater self-esteem, resilience, independence and perseverance in targeted children. Pupil surveys show that pupils feel safe and valued. Pupils access support when necessary.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Improved social skills, independence, perseverance and team work are observed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil surveys, nurture activities and Jigsaw data shows high levels of wellbeing.

## 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: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority on LIP & PM target for all teachers. Developed through regular CPD and mentoring.  Teachers to check in regularly with PP pupils in all lessons.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">education/high-quality-teaching</a>	1,2,4,5
Accelerated Reader ensures regular assessment and personalised next steps.          Additional 1 to 1 reading & vocabulary sessions	This supports reading at home and has improved parent and pupil engagement with home reading. Close monitoring allows early intervention. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. <a href="#">/early-years-toolkit/communication-and-language-approaches</a>	1, 4
NELI – Nuffield Early Language Intervention training and implementation	High quality small group interventions <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4
Enhancement of maths teaching & curriculum planning.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1,5

TA support for Key Stage 2 Maths lessons	Revisit concepts if pupils not confident, in lesson, immediately after lesson and in early morning	
Regular assessment points and 1:1 pupil progress meetings between teacher & HT ensures interventions are put in place.	Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,5

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

Budgeted cost: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted intervention delivered by experienced TA or teacher.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,4,5
Additional phonics sessions targeted at disadvantaged pupils and smaller groups.	Targeted phonics groups and interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,4
Purchase web based programs to be used in school and at home. AR Reading Mangahigh	Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps <a href="#">education-evidence/parental-engagement</a>  Evidence that technology approaches are beneficial for writing and maths practice and engage pupils at home and in school. <a href="#">education-evidence/digital</a>	1,4,5
Subscribe to SEND Supported to support specialist assessments and action planning.	Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.  High quality small group interventions <a href="#">education/oral-language-interventions</a>	1,2

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

Budgeted cost: £ 4 500

Activity	Evidence that supports this approach	Challenge addressed
Nurture Groups Including Lego Therapy, My Hidden Chimp.	Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment. <a href="#">Social and Emotional Learning.</a>	2
Cultural capital experiences promoted in the curriculum.  Reduction in cost of trips for PP.  Peripatetic instrumental lessons.  Residential trip cost is greatly reduced for PP  Sports clubs promoted to PP are encouraged to attend	Learning is contextualised in concrete experiences and language rich environments. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	2,3,4
Support to families who need financial assistance Purchase of milk      Support with uniform	Milk must be provided ... free to benefits-based free school meals pupils at other times. (DfE 2021)  <a href="https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england">https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england</a>  A uniform is central to schools building a sense of community among students, staff and parents as well as the local community. (School Ware Association)	2,

**Total budgeted cost: £ 22 500**

## 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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 there is therefore no national data.

#### **Quality of teaching**

**Impact** - Improvements in the standards of writing across the school as evidenced through No more Marking Results (PP pupils broadly in line with school average and above PP pupils in all schools).

#### **Actions –**

- In Class focus on writing on return from lockdown
- Identification of children requiring support and interventions put in place

#### **Lockdown learning**

**Impact** – Children able to access on-line or in school learning so helping to minimise the disruption to learning through the lockdown period.

#### **Actions –**

- Children able to access in-school provision where needed
- Support with technology for use at home.
- Daily live teaching sessions during lockdown two.
- Survey of home learning experiences for children and parents.
- Blended learning policy in place

#### **Targeted Support and intervention: PHSE**

**Impact** – Improved confidence, mental health and well-being in Summer Term 2021

#### **Actions-**

- Weekly whole school PSHE activity during lockdown
- PSHE focus in school on return from lockdown
- Nurture and social skills group
- Use of Jigsaw PHSE in all classes and whole school assemblies

#### **Targeted Support and intervention: Maths**

Covid Catch up data shows an increase in children achieving ARE or moving up a banding in assessments.

#### **Actions –**

- TA learning support in KS2 classrooms for Maths session
- 1:1 support for basic numeracy skills
- Small group work

