

Pupil premium strategy statement (primary)

1. Summary information					
School	Shipbourne Primary				
Academic Year	2020/2021	Total PP budget		Date of most recent PP Review	July 2021
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	April 2021

Current attainment based on year end data July 2019 (no data for 2020)									
	Pupils eligible for PP		Pupils not eligible for PP			Pupils eligible for PP		Pupils not eligible for PP	
	2018	2019	2018	2019		2018	2019	2018	2019
% achieving at age-related in reading, writing and maths	77	50	86	72	% achieving greater depth in reading, writing and maths	0	20	23	28
% achieving at age-related in reading	92	90	98	86	% achieving greater depth in reading	15	30	35	38
% achieving at age-related in writing	85	73	91	78	% achieving greater depth in writing	8	18	26	22
% achieving at age-related in maths	85	80	93	86	% achieving greater depth in maths	0	20	35	31

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children are not always able to work independently.
B.	The needs of the least able are not always affectively catered for
C.	Some tasks are not broken down or modelled adequately.
D.	Children cannot write independently at length.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Long-term school closure
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The percentage of PP children achieving at age-related expectations in writing will closely match that of non-PP children unless a specific need is identified.	% at age-related PP in writing above 75% and with difference of less than 5% compared to non-PP children
B.	Children will use reasoning skills to achieve at age-related expectations in maths with higher ability children achieving greater depth.	% at age-related PP in maths above 75% and with difference of less than 5% compared to non-PP children % at greater depth in maths moves closer to 30% and differs by less than 5% compared to non-PP
C.	All teachers will carefully model vocabulary and high quality talking and writing across the curriculum.	100% of lessons observed include teacher modelling.
D.	All books will show sustained independent writing with progress evident over time.	100% of books evidence high standards, consistent marking and feedback and child self-assessment and editing
E.	Age-related progression of knowledge and skills will be evidenced across the curriculum.	100% of books will evidence well-presented learning with age-related differentiation, progress over time and acquirement of relevant skills and knowledge.

4. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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	When will you review implementation?
All teachers will carefully model vocabulary and high quality talking, reading and writing across the curriculum.	<ul style="list-style-type: none"> Talk for Teaching programme Team teaching Peer support Partnership workshops Widen subject leadership and include collaboration across partnership 	<ul style="list-style-type: none"> Hirsch study of ability of children raised in vocabulary rich homes. Paul Garvey – Talk for Teaching to supplement observation and coaching to develop consistent best practice. Closing the Vocabulary/Reading Gap- Alex Quigley 	<ul style="list-style-type: none"> Termly SLT observations Termly English lead observations Termly Talk for Teaching pairings Termly writing moderation following book scrutiny Planning scrutiny two-weekly English lead release time 	Terri Daters Nicole Chapman Molly Pitcher	Dec 2020 April 2021
<p>All books show sustained independent writing across the curriculum with progress evident over time.</p> <p>The percentage of PP children achieving at age-related expectations in writing will closely match that of non-PP children unless a specific need is identified.</p>	<ul style="list-style-type: none"> Developmental marking Carefully chosen success criteria Self-assessment and peer assessment High quality modelling by teacher Real World Literacy guidance and genre booklets Team teaching Peer support Collaborative moderation 	<ul style="list-style-type: none"> Education Endowment Fund grades effective feedback as low-cost high impact. Real World Literacy to support and develop planning and delivery of lessons that engage children to write at length and independently. This will provide development from earlier implementation of Talk 4 Writing which continues to be difficult for staff to utilise effectively and consistently. 			
Age-related progression of knowledge and skills will be evidenced across the curriculum	<ul style="list-style-type: none"> Development of progression grids Development of knowledge organisers Remodelling of timetables to ensure effective coverage without overload Partnership workshops Widen subject leadership and include collaboration across partnership 	<ul style="list-style-type: none"> Civitas knowledge rich curriculum Ofsted – Quality of Education 	<ul style="list-style-type: none"> Termly SLT observations Planning scrutiny termly Termly book scrutiny Lesson drop-ins Subject pairing observations for all subjects across whole year. Subject lead release time 	Terri Daters Nicole Chapman Subject leads	

Ensure phonic development supports early reading	<ul style="list-style-type: none"> Develop the phonics programme to reach year 2 and align with reading books 	<ul style="list-style-type: none"> Current curriculum development LEA training Ofsted guidelines 	<ul style="list-style-type: none"> English lead monitoring and CPD 	Molly Pitcher	
Total budgeted cost					Training and staff cover £4000
ii. 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	When will you review implementation?
Children with identified needs will meet progress and attainment targets.	Peripatetic tutor Toe by Toe Sensory Circuits Speech/Language Link Focused comprehension Parent workshops – reading and phonics	Effectiveness of existing interventions over time. Specific performance in mid-year assessments show difficulty in inference and analysis. Concerns that reading is not supported at home.	Termly Pupil Progress Reviews Personalised Provision Plans – target setting SENCo/SLT in class monitoring	Terri Daters Sharon Vanns	Termly
Children who have fallen behind during school closures will regain confidence and gaps will be closed.	Focus support in class TA training Additional tutor where required Parent collaboration Bespoke home learning	Specific need - national			
Total budgeted cost					£8000
iii. 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	When will you review implementation?
Children and parents are supported to improve wellbeing Concerns that have emerged during school closures are tackled.	Guinea Pigs School Trips/ Enrichment activities School Uniform Yoga Art therapy TA specific training	Learning from home has helped specific parents understand the needs of their child more greatly and they are asking for help. Parent/staff communication has changed and this needs to be harnessed. Research base widening– evidence of long-term effects post-lockdown.	Wellbeing survey twice during the year Pupil voice Pupil wellbeing drop-ins every term	Terri Daters Gillian Watts	Termly
Total budgeted cost					£1500

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach Green achieved and ongoing Amber in progress Red target / no longer necessary	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
All teachers will carefully model vocabulary and high quality talking and writing across the curriculum.	Talk for Teaching programme Aspiring leaders programme for English lead	<ul style="list-style-type: none"> • Slow progress until term 3 • Gains lost due to school closures • Stronger for more able older pupils but specific needs remain • English lead development very effective • Mid-year data in reading looking strong • Writing for least able and age specific focus needs further development • History, Geography and art vocabulary and understanding strengthened 	<ul style="list-style-type: none"> • Time was required for staff to get used to new age groups and more demanding curriculum • Timetable needs careful consideration – it is currently overloaded • Subject leads to be developed more widely across the curriculum • High-stakes observation has the least impact – widen peer support across partnership and use Talk for Teaching where possible 	Training and release time £4000
<p>All books show sustained independent writing with progress evident over time.</p> <p>The percentage of PP children achieving at age-related expectations in writing will closely match that of non-PP children unless a specific need is identified.</p>	<p>Developmental marking</p> <p>Carefully chosen success criteria</p> <p>Self-assessment and peer assessment</p> <p>High quality modelling by teacher</p> <p>Real World Literacy guidance and genre booklets</p>	<ul style="list-style-type: none"> • More able PP making greater progress than least able • Success criteria improving but needs more specific focus on age-related objectives • Independent writing improving during term 3 • Some very specific needs remain 	<ul style="list-style-type: none"> • Time required to focus on Real World Literacy and genre booklets • English lead needs more time to monitor learning in class and provide team teaching opportunities • Allocation of future student teachers needs careful thought • Consider use of additional tutor to help close gaps that have widened during school closures • Senco to continue to support teachers to provide for the specific needs of a small number of pupils 	

Children will use reasoning skills to achieve at age-related expectations in maths with higher ability children achieving greater depth.	Maths No Problem Mastery White Rose Maths Hub Planning Continue Altius partnership if possible	<ul style="list-style-type: none"> Mid-year data looking strong, but gaps still exist for least able PP Higher ability confidence has grown and gaps closed Altius Partnership improved confidence of Maths Lead 	<ul style="list-style-type: none"> Continue collaborative maths monitoring by pairing across partnership Review medium term planning and widen resource base to allow variety Continue to develop reasoning through careful modelling of techniques and vocabulary 	
Age-related progression of knowledge and skills will be evidenced across the curriculum	Development of progression grids Development of knowledge organisers	<ul style="list-style-type: none"> Curriculum strengthening – particularly in Geography, History, Art. Maths, RE and Science remains strong English is developing with teacher confidence and through strong subject leadership Knowledge organisers effective where used Pupil voice recognises where improvements have been made 	<ul style="list-style-type: none"> Monitor use of progression documents Align progression documents with coverage documents Ensure age-related differentiation is improved Knowledge organisers and quizzes to be implemented more consistently 	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children with identified needs will meet progress and attainment targets.	Peripatetic tutor Toe by Toe Sensory Circuits Speech/Language Link Daily Reading Focused comprehension Parent workshops – reading and phonics	<ul style="list-style-type: none"> Progress mid-year was positive – no end of year data Gap remains between PP/LA and more able Tutor provision reviewed regularly and remains effective for the younger children Speechlink very effective Sensory Circuits provision improved greatly and now targets needs more specifically – attendance can be low due to children choosing not to attend before school Guided reading now fully embedded across the school with extra support for those who require it 	<ul style="list-style-type: none"> Tutor provision for younger children to continue Older children to attend tutor sessions before school begins so that they do not miss mid-week English lessons Consider extra tutor to support vulnerable pupils to close gaps that have widened during school closures – possible small group or in class focused support Guided reading requires continued support and monitoring from English lead to remain fully effective Speechlink and Language Link assessments to be repeated when schools reopen 	Speechlink £465 Tutor £2975 Staffing £5000

To develop good reading habits and deeper understanding of the text.	Beanstalk Parent volunteers	<ul style="list-style-type: none"> Reading data strong mid-year but it is felt that this is due to improvements in class 	<ul style="list-style-type: none"> Children are now fully provided for in class There is no reason they now need to miss learning in the afternoon to complete Beanstalk Focus should now be on widening reading opportunities across the curriculum and increasing home support Parent volunteers too sporadic to be effective 	£600
Children experiencing changes in family situations will be fully supported in school to enable them to reach their individual potentials	Counselling Art therapy SCARF PHSE programme Lifebus	<ul style="list-style-type: none"> Very effective Pupil voice surveys positive Continued support during school closures – educational gaps will need addressing 	<ul style="list-style-type: none"> Consider more specific targeting to enable recovery post school closures 	PHSE £300 Art therapy £165
iii. Other Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children and parents feel safe, supported and able to ask for help.	Guinea Pigs School Trips/ Enrichment activities School Uniform	<ul style="list-style-type: none"> Very effective Pupil voice surveys positive Continued support during school closures – educational gaps will need addressing 	<ul style="list-style-type: none"> Consider more specific targeting to enable recovery post school closures 	£500 IT for home £100
				Total £14,105