

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	Shipbourne Primary
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	1.7.22
Date on which it will be reviewed	7.3.23 1.7.23
Statement authorised by	Mr R Rule
Pupil premium lead	Mrs T Daters
Governor lead	Mrs P Finney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
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	£15,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their individual circumstances or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy and recovery strategy work side-by side to ensure that the impact of prolonged disruption does not affect any of our pupils.

We continually assess and review the needs of our pupils, summatively and formatively, and this ensures we are effective in:

- Responding to both common challenges and the specific needs of individuals;
- Intervening at the point a need is identified;
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Supporting families to work collaboratively to meet each child's needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observation indicate that the % of disadvantaged pupils writing at age-related expectations is lower than that of their peers.
2	Assessment and observation indicate that the % of disadvantaged pupils reaching age-related expectations in maths is lower than that of their peers.
3	Assessment and observation indicate that the % of disadvantaged pupils reaching greater depth across the curriculum is lower than that of their peers.
4	A number of our disadvantaged pupils also have a specific learning need, which widens the attainment gap further.
5	The attainment of our disadvantaged boys is generally lower than that of our disadvantaged girls.

6	Overall, we are seeing underdeveloped oral language skills and vocabulary gaps which are likely to impact our disadvantaged pupils the greatest due to limited discussion and reading experiences.
7	Overall, we are seeing an increased inability to self-regulate which is impacting attainment. This is likely to impact our disadvantaged pupils the greatest.

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
Raise attainment in writing	% achieving at or above age-related expectations matches that of other pupils (>60%) Yearly progress for PP to be approx. 3 points and closely matched to non PP pupils. KS progress to equate to 3 points per year.
Raise attainment in maths	% achieving at or above age-related expectations matches that of other pupils (>75%) Yearly progress for PP to be approx. 3 points and closely matched to non PP pupils. KS progress to equate to 3 points per year.
Raise attainment in phonics	Achieve or exceed national average expected standard in PSC
Raise standards of behaviour for learning, enabling children to be aware of their emotions, communicating them appropriately and self-regulating effectively.	Pupil wellbeing and behaviour monitoring evidences a visible improvement – thus children are able to learn and achieve well
Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life thus making good progress in line with their peers.	Staff confidently use new planning platform, progression maps and provision plans to ensure learning specifically builds on prior learning and pupils' current attainment, resulting in raised attainment results.

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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Success for All – FFT</p> <p>Staff training</p> <p>Daily phonics and reading lesson.</p> <p>Regular monitoring including pupil assessment</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1/4/5/6</p>
<p>Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance.</p> <p>Daily guided maths using Schofield and SIMS</p> <p>Use of WRM via Curriculum Maestro</p> <p>My Maths</p> <p>Atom Prime (discontinued)</p> <p>Year 3 and 5 – focused tutor support</p> <p>Increased monitoring</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2/3/4/5</p>
<p>Enhancement of our English teaching and curriculum in line with EEF and DfE guidance.</p> <p>Letter Join</p> <p>Power of Reading</p> <p>Addition of Curriculum Maestro book studies, cross curricular comprehension tasks</p> <p>Increased monitoring and developmental marking</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1/3/4/5</p>

Daily reading lessons with focused planning Assessment using FFT RAP		
Continue to develop deep dive approach across curriculum and provision area. Liaison and feedback with Hadlow staff and governors	Ofsted framework now uses this approach and it has proved a very effective way of focusing on each area of the school improvement plan and wider curriculum improvement.	All
Improve the use of visuals and colourful semantics to support communication.	https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports https://www.lscft.nhs.uk/media/Site%20Images/CITNS/Documents%20-%20SLT/Comm%200-5y/Colourful%20semantics.pdf	1/4/6
Ensure careful deployment of SENCO to ensure assessments and intervention is timely and that outside agencies are used effectively.		All
Develop teachers and teaching assistants to provide well-tailored support to pupils with complex needs. Ensure planning matches child's needs and that activities are more child-led Two new staff members providing 1:1 support Develop staff who have been in role a year to include them in provision planning and implementation Use higher level support staff to provide support using Lightning Squad, NELI, Art Therapy and Speech/Language Link	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	All

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Twice weekly tutoring for individuals and small groups. Use of Lightning Squad for KS1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1/2/4/5 as appropriate to specific pupils

<p>Focus Year 2 and 5 plus specific individuals</p> <p>Extended to Year 1 – Feb 2023</p>	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continued use of Speech Link and Language Link assessments and interventions.</p> <p>Use of NELI for Year R pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1/4/5/6

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistent application of Positive Relations Policy and Behaviour Blueprint through coaching, CPD and careful monitoring</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Extend role of senior teacher to focus on wellbeing by setting targets and reviewing regularly to ensure impact</p>	<p>Ongoing need for focused support and monitoring given current impact of covid on children's lives</p>	All
<p>Ensure consistent application of Zones of Regulation through coaching, CPD and careful monitoring</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4/5/7
<p>Provide regular parent information sessions based on areas of need</p>	<p>This has been invaluable this year and parents have given positive feedback</p>	
<p>Enrichment opportunities: iRock lessons, piano lessons, sports clubs</p>	<p>By widening the experiences of our disadvantaged pupils, we have shown improved confidence and attitude across the curriculum thus improving attainment and wellbeing. This is targeted at pupils who would otherwise not access these opportunities.</p>	

Total budgeted cost: £ 17,000

Spending to 31st March 2023 = £13, 600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired outcomes		
	Aim	Outcome
A	Raise attainment in writing	<p>% achieving at or above age-related expectations matches that of other pupils (>60%) $\frac{3}{4}$ of year groups with PP pupils have higher % PP pupils achieving at EXS than non PP</p> <p>Yearly progress for PP to be approx. 3 points and closely matched to non PP pupils. Year 5 and 6 well matched but Year 2 and 4 PP pupils have weaker progress (NB. SEN)</p> <p>KS progress to equate to 3 points per year.</p>
B	Raise attainment in maths	<p>% achieving at or above age-related expectations matches that of other pupils (>75%) % at age-related lower for PP than non PP in all 4 year groups</p> <p>Yearly progress for PP to be approx. 3 points and closely matched to non PP pupils. Year 5 and 6 well matched but Year 2 and 4 PP pupils have weaker progress (NB. SEN)</p> <p>KS progress to equate to 3 points per year.</p>
C	Raise attainment in phonics	Achieve or exceed national average expected standard in PSC
D	Raise standards of behaviour for learning, enabling children to be aware of their emotions, communicating them appropriately and self-regulating effectively.	Pupil wellbeing and behaviour monitoring evidences a visible improvement – thus children are able to learn and achieve well
E	Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life thus making good progress in line with their peers.	Staff confidently use progression maps and provision plans to ensure learning specifically builds on prior learning and pupils' current attainment, resulting in raised attainment results.

Spending to June 2022:

<i>Tutoring and small group support</i>	<i>£ 7,000 (£5760 recovery and NTP)</i>
<i>Additional staffing:</i>	<i>£11,000</i>
<i>Speech and Language</i>	<i>£500</i>
<i>Phonics</i>	<i>£600 including staff release for training</i>
<i>BEAM</i>	<i>£534</i>
<i>My Maths</i>	<i>£250</i>
<i>Letter Join</i>	<i>£150</i>
<i>Power of Reading</i>	<i>£200</i>
<i>Wellbeing and PHSE</i>	<i>£1160</i>
<i>Staff release</i>	<i>£1,000 (6 days – training, monitoring)</i>
<i>Music enrichment</i>	<i>£1575</i>
<i>Additional enrichment</i>	<i>£500</i>
<i>Curriculum provision:</i>	<i>£1000</i>

Total spend: £24,969 (includes NTF funding)

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
Speech Link	Multimedia Ltd
Language Link	Multimedia Ltd
Success for All	Family Fischer Trust
My Maths	Oxford Learning
Atom Prime	Atom Learning
Power of Reading	CLPE
Letter Join	Green and Tempest Ltd