

# Pupil premium strategy statement

## Shipbourne Primary School



### Year 2 of strategy 2024 to 2027

### Previous strategy 2021 to 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our pupil premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupil premium pupils last academic year.

### School overview

Detail	Data
School name	Shipbourne Primary
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 to 2027
Date this statement was published	1.12.215
Date on which it will be reviewed	1.3.26 1.11.26
Statement authorised by	FGB
Pupil premium lead	Mrs T Daters
Governor lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£6060

## 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 pupil premium pupils to achieve that goal, including progress for those who are already high attainers, by ensuring access to high-quality teaching, timely wellbeing support and enrichment beyond the core-curriculum offer.

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

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 pupil premium 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 pupil premium pupils and wider .

Challenge number	Detail of challenge
1	A significant proportion of our pupil premium pupils are recent arrivals to the UK for whom English is a recently new language with others having SEN. In addition, across the school, we are seeing underdeveloped oral language skills and vocabulary gaps.
2	Due to the specific circumstances of our current pupil premium cohort, the % of pupil premium pupils reaching age-related expectations across the curriculum is lower than that of their peers.
3	A growing number of our pupils are neuro-diverse and need support with interactions, processing, working memory and regulation.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b> <b>RAG assessment for Year 1 (2024-2025)</b>
Create improved provision to benefit pupils with EAL.	Pupils with EAL are able to show good progress against the BELL framework and make progress towards achieving at least 'working towards' at the end of the appropriate KS standard in reading, writing and maths.
Ensure pupils retain new knowledge and skills, and make links with prior learning.	Progress is seen across the curriculum and pupils talk confidently about their learning, retaining it in long term memory more successfully.
Develop pupil confidence in social interactions and when taking part in school activities.	Pupils lead games, events and charity fundraising days. Pupils play an increased role in important events in the school calendar.
Develop pupils' interest in school and British Values and current world issues, using skills of oral discussion to reason and form own opinions.	Pupils can articulate their thinking and views, making links with their learning and giving valid reasons for them. Pupils understand what it means to be a British citizen. Pupils interact and communicate positively with their peers, showing developing empathy and kindness.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,500

Total spend 2024 – 2025: £6500

Activity	Evidence that supports this approach	Challenge addressed	Spend 2024-2025
<p><b>Continuation of <a href="#">DfE validated Systemic Synthetic Phonics programme</a> and Jungle Club to secure stronger phonics teaching for all pupils.</b></p> <p>Success for All – FFT Staff training Daily phonics and reading lesson. Regular monitoring including pupil assessment. Introduction of FFT The Jungle Club for spelling and shared reading development into Year 2 Appropriate adaptations to ensure full access by all pupils In school tracking undertaken termly</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 pupil premium pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1/2	£400
<p><b>Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance.</b></p> <p>Use of specific CGP maths books to support fluency and home learning Daily focus on fluency in arithmetic Use of Times Table Rockstars and Numbots Use of WRM via Curriculum Maestro NB. Prioritised high-quality teaching in class with tuition for younger pupils proving more effective 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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2	£400

<p><b>Enhancement of our English teaching and curriculum in line with EEF and DfE guidance.</b></p> <p>Letter Join Power of Reading Book studies, cross curricular comprehension tasks Daily reading lessons with focused planning Use of specific CGP maths books to support fluency and home learning</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	1/2	£1000
<p><b>Continue to implement robust monitoring and action planning across the foundation curriculum</b></p> <p>Raise profile and monitoring in SLT and CPD meeting Track pupil progress Monitor suitability of tasks and how pupils are accessing them</p>	<p>Ofsted framework has moved away from a deep dive subject focus approach but there is still important focus on teaching and learning and pupil achievement.</p>	2	£1000
<p><b>Implement and monitor specific learning strategies to enable pupils to remember more and make links between learning</b></p> <p>7 steps for metacognition Kahoot quizzes Pupil monitoring</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1/2	£400
<p><b>Expand use of Curriculum Maestro to maximise assessment and tracking opportunities in foundation subjects thus improving pupil feedback and next steps planning</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1/2	£300
<p><b>Ensure careful training, coaching and deployment of new SENCO to ensure assessments and intervention is timely and that outside</b></p>		All	£2000

<b>agencies are used effectively.</b>			
<p><b>Develop teachers and teaching assistants to provide well-tailored support to pupils with complex needs.</b></p> <p>Ensure planning matches child's needs and that activities are more child-led</p> <p>Ensure use of visuals, tasks boards and well-scaffolded tasks with adult modelling</p> <p>Develop all staff to further personalise provision plans and individual support plans</p> <p>Use higher level support staff to provide support using Lightning Squad, Art Therapy and Speech/Language Link, EAL resources</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	All	£1000

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

Budgeted cost: £ 1,500

Total spend 2024-2025: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Spend 2024-2025
<p><b>Twice weekly tutoring</b></p> <p>EAL 1:1 tuition</p> <p>SENCO tuition</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1/2	£2500
<p><b>Targeted interventions</b></p> <p>Continued use of 1:1 phonics sessions, Lightning Squad, Reading Eggs, Speech Link and Language Link</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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1/2	£1500

assessments and interventions.			
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 1500

Total spend 2024-2025: £1700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Spend 2024-2025
<b>Extend role of metal health lead to focus on wellbeing by setting targets and reviewing regularly to ensure impact</b>	Ongoing need for focused support and monitoring	3	£100
<b>Ensure consistent application of Zones of Regulation through coaching, CPD and careful monitoring</b>	<a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3	£200
<b>Provide regular parent information sessions based on areas of need</b>	This has been invaluable this year and parents have given positive feedback. This is now particular important given that the majority of or PP pupils are recent arrivals with EAL	All	£200
<b>Enrichment opportunities: iRock lessons, lessons, sports clubs, non-curriculum opportunities</b>	By widening the experiences of our pupil premium 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.	All	£1200

**Total budgeted cost: £6,500**

**Part B: Review of outcomes in the previous academic years**

## See RAG rating against current strategy targets above for 2024-2025 (Year 1)

### Externally provided programmes

Non-DfE programmes purchased in the previous academic year.

Programme	Provider
Speech Link	Multimedia Ltd
Language Link	Multimedia Ltd
Success for All	Family Fischer Trust
Power of Reading	CLPE
Letter Join	Green and Tempest Ltd
Showbie	Showbie, Canada
Class Dojo	Class Dojo
Reading Eggs	3P Learning
Times Table Rockstars	Maths Circle
Curriculum Maestro	Cornerstones
Classroom Secrets	Classroom Secrets
Language Angels	Language Angels
Kahoot	Kahoot

**Budgeted spend 2024-2025 against above outcomes: £6500**

**Actual spend 2024-2025 against above outcomes: £12,200**

### Pupil premium strategy outcomes 2023-2024

**Total spend: £11,000**

Raise attainment in phonics Adjusted to 'Raise attainment in spelling' from Sept 2023	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
Pupil premium 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.
Sustain improvement of progress and attainment in writing.	% achieving at or above age-related expectations matches that of other pupils (>60%) Yearly and KS progress for PP to closely match non PP pupils.
Sustain improvement of progress and attainment in maths.	% achieving at or above age-related expectations matches that of other pupils (>75%) Yearly and KS progress for PP to closely match non PP pupils.

Raise spelling and associated reading attainment through the introduction of FFT Jungle Club.	Children achieve well in assessment and accuracy of spelling is improved in own writing alongside accuracy of reading.
Extend use of Zones of Regulation	All pupils visible access a toolkit of vocabulary and strategies to articulate their emotions and self-regulate for optimum learning.

### Pupil premium strategy outcomes 2022-2023

#### **Total spend: £17,100**

Due to pupil movement 1/3 of the PP cohort are EAL recent arrivals whose attainment and progress cannot be compared within the main group. This leave 6 PP pupils across just Year 5 and 6. To maintain anonymity, data details are not stated here.

<b>Intended outcome</b>	<b>Success criteria</b>
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 Adjusted to 'Raise attainment in spelling' from Sept 2023	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
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