

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	60
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	1.12.21
Date on which it will be reviewed	1.4.21
Statement authorised by	Mr R Rule
Pupil premium lead	Mrs T Daters
Governor lead	Mrs G Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,450

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 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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>April – 2 shortlisted</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>	1/4/5/6
<p>Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance.</p> <p>April - Maths deep dive completed – scheme being considered; action monitoring required and shift of focus to equalise that placed on English in staff meetings</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>	2/3/4/5
<p>Enhancement of our English teaching and curriculum in line with EEF and DfE guidance.</p> <p>April – English lead has now left; progression planning strengthened but now needs careful implementation and monitoring and appointment of new English lead</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>	1/3/4/5
<p>Improve monitoring by implementing a</p>	<p>Ofsted framework now uses this approach and it has proved a very effective way of focusing on each area of</p>	All

<p>deep dive approach across curriculum and provision area</p> <p>April – core subjects achieved; foundation to continue</p>	<p>the school improvement plan and wider curriculum improvement.</p>	
<p>Improve the use of visuals and colourful semantics to support communication</p> <p>April – training completed but implementation sporadic and needs closer monitoring and accountability</p>	<p>https://www.autism.org.uk/advice-and-guidance/top-ics/communication/communication-tools/visual-supports</p> <p>https://www.lscft.nhs.uk/media/Site%20Images/CITNS/Documents%20-%20SLT/Comm%200-5y/Colourful%20semantics.pdf</p>	<p>1/4/6</p>
<p>Develop teaching assistants to provide well-tailored support to pupils with complex needs, growing the staff team through careful recruitment</p> <p>April – big change in staffing with recruitment a continuing problem. Those in t=role are well-placed and moving forward through careful support and target setting</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>All</p>

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Twice weekly tutoring for individuals and small groups</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1/2/4/5 as appropriate to specific pupils</p>

Continued use of Speech Link and Language Link assessments and interventions. Use of NELI for Year R pupils.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1/4/5/6
Introduction of Speech Bubbles provided by Trinity Theatre.	In July 2014 Speech Bubbles research was validated at Standard 2 by Project Oracle . In 2017-2018, teachers reported that 85% of children taking part in Speech Bubbles showed improvements in learning, speaking and listening and 86% showed improvements in emotional behaviour and conduct behaviour. https://www.speechbubbles.org.uk/research-reports-writing	4/5/6/7

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a new Positive Relations Policy and Behaviour Blueprint	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	7
Extend role of senior teacher to focus on wellbeing	Ongoing need for focused support and monitoring given current impact of covid on children's lives	All
Training to implement Zones of Regulation	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4/5/7
Enrichment opportunities: iRock lessons, piano lessons, sports clubs	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.	

Total budgeted cost: £ 17,000

Staff release to monitor, develop and attend training £1,000

Spending to April 2022:

Music enrichment £600

Tutoring and small group support £ 8,000

Additional enrichment £1000

Speech and Language £500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

1. Desired outcomes		
	Aim	Outcome
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.	SC: % at age-related PP in writing above 75% and with difference of less than 5% compared to non-PP children
		75% PP at age-related expectations in writing compared to 79% non PP pupils
B.	Children will use reasoning skills to achieve at age-related expectations in maths with higher ability children achieving greater depth.	SC: % 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
		66% PP at age-related expectations compared to 81% non PP 8% PP at greater depth compared to 20% non PP
C.	All teachers will carefully model vocabulary and high quality talking and writing across the curriculum.	SC: 100% of lessons observed include teacher modelling.
		Good progress made with well-placed CPD and plans to extend this across the Partnership next year
D.	All books will show sustained independent writing with progress evident over time.	SC: 100% of books evidence high standards, consistent marking and feedback and child self-assessment and editing

		Significant improvement across the school but PP pupils require focused support next year to close the gap.
E.	Age-related progression of knowledge and skills will be evidenced across the curriculum.	SC: 100% of books will evidence well-presented learning with age-related differentiation, progress over time and acquirement of relevant skills and knowledge. Curriculum progression is strengthening and plans are in place to move forward next year with an increase in subject leadership and deep dives timetabled across the Partnership.
F.	Children with identified needs will meet progress and attainment targets.	Pupils with remaining gaps have identified SEN. All other gaps effectively closed, and in some areas accelerated, through targeted support
G.	Children who have fallen behind during school closures will regain confidence and gaps will be closed.	Limited gaps sustained with writing across the school needing ongoing focus. PP maths to remain a target.
H.	Children and parents are supported to improve wellbeing Concerns that have emerged during school closures are tackled.	Art therapy central to timetable and incredibly supportive for a range of pupils. No concerns following school closures.

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

