

## Pupil premium strategy statement 2021-22



Metric	Data
School name	Shap Endowed CE Primary School
Pupils in school	88 (09.21+)
Proportion of disadvantaged pupils	12 children – 13.6% (09.21+)
Pupil premium allocation this academic year	£17485
Academic year or years covered by statement	2021-22
Publish date	May 2021
Review date	May 2022
Statement authorised by	Katie Chappell
Pupil premium lead	Katie Chappell
Governor lead	Julie Graham

### Disadvantaged pupil progress scores for last academic year

Measure	Score – KS2 2019
Reading	3.03 (confidence interval -5.5 to 11.6)
Writing	-0.76 (confidence interval -8.7 to 7.1)
Maths	-3.28 (confidence interval -10.8 to 4.2)

### Disadvantaged pupil performance overview for last academic year

Measure	Score – KS2
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Enable all children to have the support required to make progress from their own starting point e.g. 42% of children in receipt of FSM are working below expected standard, 33% are working at the expected standard and 25% are working at the higher standard.</p> <p>Ensure targeted academic support through structured interventions based on assessments linked to fundamental building blocks and identified gaps of learning (post pandemic) via 1:1 precision teaching or small group tuition via the teacher</p>

	or support staff (see Great Teaching Toolkit) for extending and broadening learning.
Priority 2	Enable subject leaders to have deep and fluent knowledge and flexible understanding of the content of the curriculum areas they are responsible for, to ensure quality first teaching across school.
Barriers to learning these priorities address	Access to intervention and targeted support from teaching and non-teaching staff. Knowledge of the requirements of curriculum sequencing, tasks, assessments and misconceptions.
Projected Spending	£10 000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in Reading for 92% of our children in receipt of FSM. Achieve a higher standard of attainment for 33% of our children in receipt of FSM.	May 2022
Progress in Writing	Achieve national average progress scores in Writing for 92% of our children in receipt of FSM. Achieve a higher standard of attainment for 17% of our children in receipt of FSM.	May 2022
Progress in Mathematics	Achieve expected standard of attainment for 75% of our children in receipt of FSM. Achieve a higher standard of attainment for 17% of our children in receipt of FSM.	May 2022
Phonics	Achieve national average expected standard in PSC. NB – only 1 child	May 2022

Measure	Activity
Priority 1	Ensure all relevant staff are Precision Teaching trained, and this strategy is embedded into 1:1 intervention across the key stages for the 75% of our children in receipt of FSM who are working at or below expected levels. (R M Ph). Ensure Teaching Assistant support fulltime across all 4 classes
Priority 2	Embed <i>White Rose</i> and <i>Maths Mastery</i> alongside <i>Big Maths</i> to ensure that the 25% of our children in receipt of FSM who are working at a higher standard of attainment and the 50% of children in receipt of FSM who are working at the expected standard, attain and progress as targeted
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and precision teaching methods that focus on identified gaps in learning and fundamental building blocks.
Projected spending	£7,485

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all children with needs have access to speech and language and social and emotional support and interventions via 1:1 or small group therapy tuition via support staff. Utilising pilot S&L scheme as a basis.
Priority 2	Ensure all children have access to curriculum enhancement opportunities within school time e.g. educational visits, residential visits and after school provision through our After-School Clubs that may have a cost attached.
Barriers to learning these priorities address	Mental wellbeing and speech and language needs post-pandemic, or pre-existing needs. Cost of enhancement activities and provision e.g. school residentials and trips, and after school clubs.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality first teaching of a broad and balanced curriculum based on progression of skills	Subject leaders given regular 'coordinators time' to monitor curriculum and teaching and learning within their subject areas (including deep dives)
Targeted support	Ensuring children receive intervention targeted to their own needs, gaps in learning or area for mastery / learning at depth	Support staff appointed for all four classes. Intervention planned for 1:1 with support staff, or small groups with teachers or support staff. Staff training focussing on precision teaching, speech language and communication, maths mastery and mental wellbeing
Wider strategies	Providing access to curriculum enhancement opportunities and out of school extra-curricular activities	Children who receive FSM will have a voice in the choice and planning of the activities offered in our extra-curricular provision. After school clubs to be offered to individuals who receive FSM. Residential trips and educational visits that may involve a cost to be subsidised for children who receive FSM.