

Pupil Premium Strategy Statement Shap Endowed CE Primary School



2022-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------|
| Number of pupils in school | 96 |
| Proportion (%) of pupil premium eligible pupils | 12.5% |
| Academic years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Katie Chappell |
| Pupil premium lead | Katie Chappell |
| Governor | Julie Graham |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £17,685 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,685 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress, and 'soar' from their own starting point.

High quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Support will be tailored to the needs of our children, including precision teaching, tutoring and in class support.

We prioritise the personal development of our children and will ensure that 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Through observations, and discussions with our children we have identified underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils (and their peers). These are particularly evident in Early Years. |
| 2 | Reading Assessments and Tracking Data suggest that 33.3%% of our disadvantaged pupils generally have difficulties with reading, and are currently working towards age-related expectations. |
| 3 | Writing Assessments and Tracking Data suggest that 58.3%% of our disadvantaged pupils generally have difficulties with reading, and are currently working towards age-related expectations. Furthermore, none of our disadvantaged pupils are working 'Above Expected Attainment'. |
| 4 | Maths Assessments and Tracking Data suggest that 33.3% of our disadvantaged pupils generally have difficulties with maths, and are currently working towards age-related expectations. |
| 5 | Observations and discussions with pupils and families have identified social and emotional issues for many children and a lack of enrichment opportunities. We offer additional support for social and emotional needs, in the form of 1:1 and/or small group interventions. |

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 |
|--|---|
| Children, particularly those in EYFS, will have made progress in their communication skills | Children will have targeted intervention to support language development and SALT as appropriate. |
| Children will have more reading opportunities within the school day, developing their love of reading and their reading ability | Children will read frequently at home, and at school (Guided Reading, 1:1 targeted readers, Reading Chums, Precision Teaching and across the curriculum). |
| Children will become more fluent writers, progressing in attainment from their own starting point, including those who are already working at 'the expected standard' | Children will have targeted academic support to encourage them to write confidently, and achieve the expected standards of writing. Those who are already working at the expected level will be supported to write at greater depth. |
| Children will become more confident mathematicians, and make progress towards reaching 'the expected standard' | Coherent teaching of White Rose Maths and targeted intervention for those working towards the expected standards, will result in higher attaining mathematicians. |
| Personal Development will be prioritised, and children will have the opportunity to attend enrichment activities provided within school time and through our wraparound care offer | Children in receipt of FSM will have all educational visits and residential visits subsidised so as to encourage attendance. Children in receipt of FSM will be allowed free access to our wraparound care, and enrichment opportunities offered through our After-School Clubs. |
| Children's personal and social needs will be supported | All children will understand and use CBT based Decider Skills. Children in need will receive targeted intervention to support social and emotional needs (via ELSA, play therapy or referral to Barnardos / CAMHS) |

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: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD: SH trained in Speech and Language therapy Programme | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3 |
| Reading and spelling resources (purchased), inducted and embedded: Essential Letters and Sounds, Boom Reader and Spelling Shed | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) | 2, 1, 3 |
| CPD: AG training to be a Maths Specialist NW Hub and school involvement in the Maths Hub | OfSted commended involvement with NCETM for CPD and currency in maths and the mastery approach: Nine reasons to work with your local Maths Hub NCETM | 4 |
| White Rose Maths inducted and embedded, including NCETM Mastering Number for EYFS-KS1 | Mastery learning EEF (educationendowmentfoundation.org.uk) 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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) | 4 |

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

Budgeted cost: £ 16,758

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SH to run targeted speech, language and communication interventions to support children in EYFS | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3 |
| Targeted academic support and intervention for oral language and communication: Reading Buddies to run targeted 1:1 intervention with KS2 children focussing on discussions linked to comprehension and vocabulary within texts | <p>On average, oral language approached have a high impact on pupil outcomes</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One to One tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having lower prior attainment or are struggling in a particular area.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 2, 1, 3 |
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| | | |
|---|---|--|
| language and communication: Reading Buddies to run targeted 1:1 intervention with KS2 children focussing on discussions linked to comprehension and vocabulary within texts | Oral language interventions EEF (educationendowmentfoundation.org.uk) One to One tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having lower prior attainment or are struggling in a particular area. One to one tuition EEF (educationendowmentfoundation.org.uk) | |
|---|---|--|

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

Budgeted cost: £ 1700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Educational Visits and Residential Visits subsidised for children in receipt of FSM | Participation in extracurricular activities within school and via wraparound care, promotes better social, mental, and physical health and provides opportunities for skill development, success, and recognition, particularly with activities that traditionally have a cost attached e.g. music. An Unequal Playing Field report.pdf (publishing.service.gov.uk) | 5 |
| Afterschool Clubs made available for children in receipt of FSM | | 5 |
| Decider Skills resources purchased, training undertaken and cascaded, programme induced and embedded | The Decider Skills are firmly grounded in CBT and DBT for which there is a wealth of evidence for their efficacy in treating a wide range of mental health conditions: The Decider Skills - evidence for the skills The Decider | 5 |
| ELSA's trained and deployed for individuals and groups of children | One to One tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having lower prior attainment or are struggling in a particular area. One to one tuition EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 5 |
| Play Therapy targeted and deployed for individuals | | 5 |

Total budgeted cost: £18,958

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

RAG Rated:

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.

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 or support staff (see Great Teaching Toolkit) for extending and broadening learning.

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.

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.

Embed *White Rose* and *Maths Mastery* alongside *Big Maths* 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.

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.

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.