



SHILBOTTLE PRIMARY



PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium and how 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	Shilbottle Primary
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 22023/2024
Date this statement was published	10 th November 2022
Date on which it will be reviewed	13 th March 2023
Statement authorised by	G Parnaby, Headteacher
Pupil premium lead	G Parnaby, Headteacher
Governor / Trustee lead	E Bryceland, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total income	£42,300
Total budget for this academic year (planned expenditure)	£43,450

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged children:

- to attend school at a level at least equal to the national average for all children.
- to have equal opportunities to access the curriculum, including opportunities to participate in educational visits.
- to be provided with any resources they need to succeed in their educational journey and engage as an active member of the school community.
- to be fully supported in school to ensure they are equipped with the skills and knowledge to become successful lifelong learners.
- to make progress which is at least equal to their non-disadvantaged peers in all areas of the curriculum.

Our strategy supports our aims by:

- ensuring children will be keen to learn and attend school in the knowledge that they are safe, cared for and that their efforts are recognised and rewarded.
- ensuring all children have equal opportunities to partake in all curricular activities both in school and beyond.
- ensuring children are supported through the provision of learning resources to support academic, physical and mental wellbeing.
- ensuring educational and emotional support is given to disadvantaged children to ensure they are on track with their peers.
- ensuring attainment and progress is monitored to ensure early support is given to children where appropriate.

Key principles:

- A child's social and economic background should not determine their future life chances and opportunities.
- All children should be fully active members of the school community in all areas of school life and learning.
- All children will develop self-confidence and develop a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are not appropriately equipped for learning. We have several disadvantaged children who are not appropriately prepared for learning, for example, PE kit, school uniform, home learning equipment and school lunches. This can impact both their academic progression rates and their emotional wellbeing.
2	Pupil attendance for our disadvantaged pupils has been historically lower than that of non-disadvantaged. We aim to ensure our disadvantaged children's attendance is in line with non-disadvantaged. <i>Gaps between PP and NonPP are 3.08% (21/22), 1.23% (20/21 COVID), 1.81% (19/20 COVID), 2.54% (18/19).</i>
3	Quality first teaching – continue to improve communication and English skills for all, in particular the development of fluency, a love of reading and spoken language through the development of the English curriculum and enrichment activities. Further strengthen work carried out as part of the school's leadership and participation in programmes in conjunction with the Great North Maths Hub.
4	Supporting social and emotional wellbeing and academic progress. We continue to work closely with families who have expressed concerns with regards to their child's wellbeing. The school currently has a limited number of staff who are specially trained in support interventions. As such, it is vital to increase the number of staff trained to support in this area, as well as extend the offer of social and emotional wellbeing interventions.
5	Access to extra-curricular and educational visit activities. Historically, a small number of disadvantaged children may have not participated in extra-curricular activities. The school intends to further develop its extra-curricular programme and has liaised with families as part of this widening offer to ensure all children are included: financial impact on the family will not be a barrier to pupils' participation. This includes working with charities to ensure all children participate in activities.
6	Assessment - Review of current practice and engagement levels in all areas, to reflect the changing school structure on an annual basis due to the fluctuations in class numbers. We strive to ensure that gaps in learning are identified at an early stage and actions are taken to ensure children do not fall behind their peers.

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
1	All children and their families will be fully supported to ensure that pupils are fully equipped with the resources they need to engage in their learning.	<ul style="list-style-type: none"> - Pupil feedback shows that they are appropriately supported to engage in their learning and lack of access to resources or experiences is not a barrier to learning. - All children will be provided with the resources and equipment (including uniform and home learning equipment, including devices) to ensure they can become an active member of the school community. - All PP children are provided with a school meal
2	Attendance rates for disadvantaged children are in line with their peers within the school and nationally.	<ul style="list-style-type: none"> - Attendance level data indicates disadvantaged children attend school at a percentage at least equal to non-disadvantaged children nationally and appropriate steps in line with the updated Attendance Policy have been taken to target children who are identified as Persistent Absentees.
3	<p>Develop quality first teaching through targeted CPD and teacher support.</p> <p>Provide opportunities for children to develop spoken communication skills and a passion for reading.</p> <p>Further strengthen the work carried out in conjunction with the Great North Maths Hub</p> <p>Support families to engage in high quality home learning opportunities.</p>	<ul style="list-style-type: none"> - Develop a programme of high quality CPD for all teachers, including RWI (<i>Research:EEF</i>), CLPE (<i>Research: UKLA</i>) and Talk for Writing (<i>Research:EEF</i>) and monitor the impact of reading, writing and grammar, punctuation and spelling results. - Use of targeted teaching resources with lessons (CLPE/EEF evaluations) - Pupil voice and questionnaires to assess views of reading. - Provision of parent workshops to develop skills to support home learning with a focus on how to support your child's reading, particularly at an early stage.
4	Staff CPD and programme to support pupils identified as presenting with social and emotional difficulties. Draw Talk (<i>International Journal of Qualitative Methods, 2019</i> and previous use by school to have shown an impact) and ELSA (<i>Research:Researchgate</i>)	<ul style="list-style-type: none"> - Increased number of staff trained. - Positive pupil/parent feedback from children who have taken part in targeted support programmes - Positive pupil voice with regard to these new programmes of study. - Continued low incidents of negative behaviour reports.

	<p>Increase in pupil's wellbeing following participation in support programmes</p> <p>Review and implement PSHE programmes which target wellbeing, including the further development and strengthening of the the Jigsaw PSHE programme of study (<i>Research: Sheffield Institute of Education: Wolsenholme C, et al</i>).</p>	
5	<p>All children will have access to additional activities including clubs and educational visits.</p>	<ul style="list-style-type: none"> - Increased participation rates in extra-curricular activities. - Increased participation rates in educational visits.
6	<p>Diagnostic Assessments. Internal assessment data show our disadvantaged children are behind their peers.</p> <p>Use of, and development of, REN Learning resources, including STAR assessment, Accelerated Reading (<i>EEF average 3 months progress</i>) and Freckle (mathematics) through and individually adaptive pathway.</p>	<ul style="list-style-type: none"> - Review of assessment and support systems, both in school and home learning. Pupil and Parent Questionnaires. - Update systems to support both in school and home learning and evaluate impact and engagement.

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: £13,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths	Further development of the mathematics improvements in previous years through the support and leadership work with the Great North Maths. This will involve the implementation and review of the use of White Rose teaching and learning resources to support	3 £2,250
<i>CLPE training update</i>	The Centre for Literacy in Primary Education has a proven impact on children's ability to develop their English skills in all key areas of the curriculum (Speaking, Listening, Reading and Writing). <i>(Research: United Kingdom Literacy Association)</i>	3 £500
<i>RWInc Training for new staff and updating previously trained</i>	Historically the school's results for the Phonics Screening Test results have proven our approach to teaching and learning of phonics using RWInc <i>(Research:EEF)</i> to be suitable for our learners. Due to the changes in staffing in recent years new members of the EYFS/KS1 support team will be fully trained in the use of RWI. In addition to this KS2 teachers will be fully trained to ensure they can support learners in the later years. (Nine staff fully trained in September 2022)	3 £3,000
<i>Draw Talk training</i>	Both the school's prior use of Draw Talking and evidence showing the positive impact of art therapy <i>(Research: International Journal of Qualitative Methods, 2019)</i> promote the further expansion of using Draw Talk as an intervention programme to support the wellbeing of our children. New support staff will be trained in this area of support.	4 £350
<i>Phonics Development</i>	Small group work has proven to be highly effective and groups are formed according to current level of attainment or specific need.	3,6,2 £2,000

<i>Mathematics Provision</i>	In line with the schools work with the Great North Maths Hub and the developing Maths Mastery approach staff will be deployed to support an inclusive maths curriculum based on DfE Ready to Progress criteria	3,6,2 £3,500
<i>Year 6 SATs Preparation</i>	Ensure all disadvantaged children are able to demonstrate their abilities in the end of KS2 tests through targeted support sessions	3,6,2 £2,000

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

Budgeted cost: £19,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention Programmes Staffing</i>	The EEF has identified strategies which have the most impact on pupil's learning such as metacognition and mastery which delivered on a one to one basis with children receiving quality feedback will accelerate learning and enhance literacy and numeracy skills. <i>Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	3,6,2 £10,750
<i>Small group after school tuition</i>	EEF toolkit shows that on average an additional 4 months progress can be evidenced for those attending small group tuition groups. It is our intention that, with parental consent, these will be conducted after school.	3,6,2 £3,000
<i>NELI (Nuffield Early Learning Intervention)</i>	The programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of	3 £2,000

	evidence to show that early intervention has great potential to narrow the gap. EEF trial showed that NELI can give +2 months progress for Communication and Language skill. This was implemented in 21/22 and will continue in 22/23.	
<i>Third Space Learning</i>	Third Space Learning has had a positive impact on the mathematical attainment of previous cohorts as well as supported a number of children to feel more confident in their mathematical ability. Ongoing assessment information and evaluations indicate that a number of pupil premium children continue to work below age related expectations (but with year group expectations) and that targeted, personalised provision in addition to their daily maths lesson is needed.	3,6,2 £4,600

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Draw Talk Staffing</i>	It is our intention to offer the 12 hours of one-to-one support outside the normal school day hours.	4 £1,000
<i>Supported extra-curricular activities/ Supported Educational Visits</i>	Disadvantaged children will have access to externally-coached after school activities free of charge and educational visits will be funded to ensure they have equal opportunities to develop their cultural capital to that of their non-disadvantaged peers.	5 £2,500
<i>Prepared for school</i>	Disadvantaged pupils and their families will be supported financially to ensure children are prepared for learning in terms of equipment to include, uniform, PE kit, learning resources for home (eg books and mathematics equipment)	1 £3,000
<i>Attendance</i>	Our fortnightly meetings with the Authority's Educational Welfare Officer are aimed at ensuring children with below expected levels of attendance are identified at an early stage and appropriate intervention/support is put into place at the earliest opportunity	2
<i>Contingency Fund</i>	We have set aside a contingency fund to deal with issues that cannot be foreseen	£1,000

	in order to assist us with supporting families in a timely manner.	
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Educational Resources purchased to support the plan

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Jigsaw</i>	Jigsaw PSHE programme of study (<i>Research: Sheffield Institute of Education: Wolsenholme C, et al</i>). Strengthening of the Jigsaw scheme on the children's personal, social, health and economic wellbeing	4 £1,500
<i>Home Reading Library</i>	Additional home reading books beyond the school's reading scheme will be provided to families to promote a love of reading amount pupils and their families.	1 £1,500

Total budgeted cost: £43,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/2022 academic year.

School data demonstrated that pupil premium/recovery funding supported the teaching and learning which enabled children to achieve the following outcomes:

Year 1 Phonics – 100% of children achieved the expected level

In Key Stage 1 67% (2 out of 3) Achieved Expected Level in Reading, Writing and Maths. Therefore the combined was also 67%

In Key Stage 2 (4 children)

In Reading 75% achieved expected level + which includes 25% Greater Depth

In Writing 75% achieved expected level

In Maths 50% Achieved expected level

In Grammar, Punctuation and Spelling 75% achieved expected level.

Combined was 50%

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
NELI	Nuffield Foundation
Read Write Inc	Read Write Inc
White Rose Mathematics	White Rose

Further information