



SHILBOTTLE PRIMARY



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	Shilbottle Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022 2022/2023
Date this statement was published	20 th September 2021
Date on which it will be reviewed	15 th March 2022
Statement authorised by	G Parnaby, Headteacher
Pupil premium lead	E Harrison, Teacher
Governor / Trustee lead	S Wilson, 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 budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,300

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 and home learning equipment. 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. In 2018/19 pupil premium school attendance was 93.69%, 2% lower than the whole school and 2.5% lower than non-disadvantaged. Persistent absenteeism at 10% for disadvantaged was 21% compared to 6% for non-disadvantaged. Data for 2019/20, 20/21 and 21/22 shows an improving trend but disadvantaged remains lower than non-disadvantaged.
3	Quality first teaching – continue to improve communication and English skills for all, in particular oral literacy, a love of reading and spoken language through the development of the English curriculum.
4	Impact of COVID19 on 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 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.
6	Assessment - Review of current practice and engagement levels in all areas, with a particular focus on mathematics. Our current systems, which also supported home learning, initially had a very high level of engagement both in school and at home, however we have seen a decrease in their use at home. This is reflected in the internal assessment data gathered and therefore it is proposed to review these resources and update accordingly.

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. - All children will be provided with the resources and equipment (including uniform) to ensure they can become an active member of the school community.
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
3	<p>Develop quality first teaching through targeted CPD and teacher support.</p> <p>Review English curriculum offer.</p> <p>Provide opportunities for children to develop spoken communication skills and a passion for reading.</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>). - Use of targeted teaching resources with lessons(CLPE/EEF evaluations) - Pupil voice and questionnaires pre- and post-implementation of reading action plan targets, such as home reading book library. - Provision of parent workshops to develop skills to support home learning with a focus on how to support your child's reading. High levels of parent participation and evaluation.
4	<p>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>)</p> <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 on the Jigsaw PSHE programme of study (<i>Research: Sheffield Institute of Education: Wolsenholme C, et al</i>).</p>	<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.

5	All children will have access to additional activities including clubs and educational visits.	<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: £4,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing training for KS2 staff to develop the children's ability to articulate their ideas.</i>	The principles of Talk for Writing have proven to have a positive impact on both teaching strategies and outcomes for children. <i>(Research: Education Endowment Foundation)</i>	3, 4 £1,600
<i>CLPE training</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, 1 £500
<i>RWInc Training</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.	3 £1,000
<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 £950
<i>Freckle Training and purchase</i>	Accelerated Reader is shown to have an average of 3 months progress and the use of Freckle to support the teaching and learning of mathematics in a similar format is expected to show similar levels of impact.	6 £1,000

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme</i>	As recommended by the DfE and EEF we intend to further develop our work with the NTP where available	3 £4,000
<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 £8,000

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

Budgeted cost: £13,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 (Accounted for under Teaching)
<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 £1,200
<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 £4,000
<i>Prepared for school</i>	Disadvantaged pupils and their families will be supported financially to ensure children are prepared for learning in	1 £6,000

	terms of equipment to include, uniform, PE kit, learning resources for home (eg books and mathematics equipment)	
<i>EWO meetings</i>	In order to monitor attendance and support families' additional EWO meetings will take place. Engagement with the DfE Improving School Attendance	2 £1,050
<i>Contingency Fund</i>	We have set aside a contingency fund to deal with issues that cannot be foreseen in order to assist us with supporting families in a timely manner.	£1,000

Educational Resources purchased to support the plan

Budgeted cost: £15,250

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>). Implementation and review of the Jigsaw scheme on the children's personal, social, health and economic wellbeing	4 £3,500
<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
<i>CLPE – class texts</i>	(<i>Research: United Kingdom Literacy Association</i>) Further development of the English curriculum in line with the CLPE recommendations for class texts will ensure children have access to high quality texts/	3,1 £3,750
<i>Freckle</i>	The development of the REN learning (EEF) resources to include the assessment, teaching and learning of mathematics will enable the school to support and accelerate progress both in school and at home.	6 £6,500

Total budgeted cost: £44,550

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We have monitored the impact of the support given last year compared to our forecasted results and it has shown that disadvantaged children are achieving at a slightly lower rate than in previous years and compared to their peer.

We were fortunate to have had extremely high levels of engagement during the COVID19 related school closures due the excellent work of the school staff remaining in touch with the children and supporting families. We were also fortunate to not have closed any learning 'bubbles' throughout the pandemic which minimised the impact of pupils and their families. All children completed all online home learning assessments which enabled staff to rapidly respond to areas of weakness when children returned to full time education in September 2021. We continued to provide learning opportunities across a wide range of subjects throughout the pandemic despite the technical challenges faced by the school to carry out online remote learning lessons. The fortnightly distribution of 'home learning packs', which included workbooks, art resources, reading books, mathematics games, science experiment equipment and wellbeing activities were highly rated by families as evidenced in the feedback received from families and available on the school website.

Attendance rates for Pupil Premium children improved in 2020/21 and were above the national average at 96.21%, and persistent absence was below the national average at 11%. We have seen a decrease in the attendance rate for pupil premium children since September 2021, hence the inclusion of strategies to address this in the current plan.

Children's mental and physical wellbeing were supported throughout the year through our supportive school ethos. This was demonstrated through the ease in which children returned to school and there has been a decrease in the number of behavioural issues reported in school. Some families had experienced personal difficulties throughout the pandemic which had impacted on their child's anxiety levels. However, through the excellent collaboration between school and home these were fully supported both when the children were attending school and when home learning.

Some of these issues have continued into the new academic year hence we intend to increase the number of staff trained to support children's wellbeing.

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
Mathletics	3plearning
Literacy Planet	Literacy Planet

Further information

In the previous two years we have fully supported the Shilbottle and Hampeth Welfare Group by promoting and working on the weekly Food Bank offer. This has supported all our disadvantaged and non- disadvantaged families. The excellent work of this group continues to be in place for the wider community and we are proud to be continuing to work together in the future.