

## Shipston on Stour Primary School 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	Shipston Primary
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Christian Hilton (Executive Head)
Pupil premium lead	Glyn Roberts (Head of School)
Governor / Trustee lead	Niki Britt (Chair of Local Academy Council)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108 945
Recovery premium funding allocation this academic year	£12 470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121, 415 (£60,970 directly available to school for 2021/22)

# Part A: Pupil premium strategy plan

## Statement of intent

At Shipston Primary, it is our intention is that all pupils receive the best possible school experience, where our high expectations are matched by an aspirational, innovative curriculum; well trained staff; and families are supported to match the ambitions we have for our children.

We believe that all children, irrespective of their background or the challenges they face, should experience success; feel valuable and cared for; are equipped with strategies to become successful people; and who leave our school with ownership over their own life choices. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with a particular emphasis on the core basics of reading, writing and key maths knowledge and skills and providing a structured scheme of Social, Emotional Mental Health (SEMH) support for children and families which complements and enhances our curriculum and supports safeguarding all of our school community.

We consider the challenges faced by all pupils, not only those classed as vulnerable, such as those who have a social worker, receiving Early Help or experiencing attendance difficulties and those with SEMH (particularly anxiety) issues which can disrupt engagement in school life.

Our strategy recognises that the level of support individual children and families need varies at different times so is a flexible approach.

High-quality teaching for all children 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 approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Academic progress of all pupils is reviewed at least termly by all staff. Additionally,

there is a dedicated team who plan, review and co-ordinate and deliver Special educational Needs and Disabilities(SEND) and SEMH support for identified children. This includes any children we identify as being vulnerable to finding engagement in school life difficult for any reason, not only children termed 'disadvantaged'.

## Challenges

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

Challenge number	Detail of challenge
1	Reception children have lower than usual starting points expected for Personal, Social and Emotional Development and in literacy, particularly in speech and language.
2	Children in Years 1 and 2 are behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development.
3	There is a rising number of EAL children across the school which impacts on those children developing phonic skills and knowledge.
4	Across the whole school, maths, reading and writing development has been delayed as a result of lockdowns and access to teaching and quality texts over the past year and the development of key skills, vocabulary and knowledge.
5	Assessments and teacher observations have shown that there is an increased number of children experiencing anxiety about coming in to school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships.
6	There has been a significant number of children who have joined school after their cohort's starting date over the past two years as the town has developed and grown. Many of these have academic starting points below the expected standard and require additional academic support. Some have additional family needs which require support to help the children access school effectively.

## 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 the % of disadvantaged children across the school achieving EXS in Reading, Writing and Maths.	End of year assessments show that the gap between disadvantaged children and their peers across the whole school is lessened in reading, writing and maths at the Expected Standard and at Greater Depth.

	80%+ of Y4 disadvantaged children pass Times Table screening.
Increase the % of children achieving the required standard in phonics in Y1 and Y2 at the end of each year.	90%+ of Y1 FSM children pass phonics screening and 100% by the end of Y2. 80%+ of current Y2 disadvantaged children pass phonics screening by the end of Y2 and 100% by the end of Y3.
EAL children are well supported to develop the necessary language skills required for their age.	70%+ of KS1 EAL pass phonics screening. All EAL children are identified and have pupil passports in place if necessary. 75%+ of EAL children achieve the expected standard in reading at the end of each year.
Vulnerable children attend school regularly.	Attendance of vulnerable children is 95%+. All children with attendance below 90% are identified and supported to enable attendance.
Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	The THRIVE programme is in place and all children who would benefit from it are identified and regularly supported. The THRIVE Family programme is in place and key families identified and supported. THRIVE assessments show that key children are making progress. All staff have received annual training in supporting SEMH issues, following a restorative approach to behaviour. The PHSE curriculum supports all children to develop the vocabulary and skills to express emotions and manage feelings.
All children eligible for Pupil Premium are identified in a timely fashion and supported to register.	Families eligible for Pupil Premium identified and registered. Families are fully informed of the variety of support we are able to offer in school and as part of the local community.
EYFS children are confident and independent learners; have developed good speaking, listening and writing skills and are able to access mainstream learning at the expected standard.	EYFS baseline data shows that 75%+ of vulnerable children show a good level of development by the end of EYFS in all 7 areas of learning.
Ensure that every child receives high quality teaching every day.	Standards of teaching will be graded at least good with a vast majority graded outstanding. This will be evidenced through the monitoring cycle and teacher triangulation. A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.
Improved oral language skills and vocabulary among disadvantaged pupils.	The MAT's focus on oracy will be evident in lesson observations. Alongside this, vocabulary will be clearly displayed and used in classrooms and children will know

	how to access and use new vocabulary. This will be linked with and triangulated with Pupil Book Studies by Core leaders and Subject Leaders, when children will be able to articulate their knowledge and learning, showcasing the vocabulary taught.
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## 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: £84,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce THRIVE programme across the whole school. Staff INSET about the programme. Train a member of staff to become a THRIVE practitioner.	THRIVE Baseline and review data.  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a>	1,5,6
Train staff in supporting EAL children and children with Speech and Language delays / difficulties.	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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Ensure that there is a dedicated Pastoral Manager and Family Support Officer to liaise with vulnerable families and identify families eligible for FSM.	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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5,6

Ensure that SENCO is employed on sufficient days to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with outside professionals.	Internal data, Pupil Passports, End of Key Stage data, Education, Health Care Plan reviews and applications. Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	3,6
Ensure that there is a Teaching Assistant in every class each morning to support learning for all children.	Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	1,2,3,4,5
Purchase maths resources to ensure that all children have sufficient materials to support their learning.	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: <a href="https://www.gov.uk/government/publications/maths-guidance-ks-1-and-2/maths-guidance-ks-1-and-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4
Purchase resources to support early maths and language skills in Y1.	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: <a href="https://www.gov.uk/government/publications/maths-guidance-ks-1-and-2/maths-guidance-ks-1-and-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="https://www.gov.uk/government/publications/oral-language-interventions-toolkit-strand/oral-language-interventions-toolkit-strand">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the Vulnerable Team and Reception Teaching Assistants are available at the start of the day to welcome anxious children in to school and to support early learning and check in with key families.	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,5,6
Ensure that all classes have additional Teaching Assistants for at least 2 afternoons per week available to support learning as close to the point of teaching at possible for all children to re-enforce learning and address misconceptions.	<p>Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	1,2,3,4,5

Provide additional small group teaching for highest priority classes each week.	<p>Ensuring an effective teacher is in front of every class is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	2,3,4
Ensure that there is a dedicated adult available to support SEMH needs across the whole school each day.	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2,5,6
Engaging with the National Tutoring Programme to school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4



Walk Thrus – professional development & coaching for all staff	<p>Walk Thrus are evidence-informed teaching strategies to provide a central set of connected resources to build professional development, to assist the progress and attainment of all learners, including the disadvantaged.</p> <p>EEF Toolkit: Metacognition and self-regulation, feedback – very high impact for very low cost.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the courtyard into a garden which children have responsibility for nurturing.	<p>Giving children a focus on something non-academic which they can be responsible for whilst providing a quiet place to contemplate in and discuss emotions and feelings can raise self-esteem and give children a positive reason to come to school, enabling them to then engage in academic learning.</p> <p><a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a></p>	5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
Whole school training to develop an understanding of Restorative Behaviour practices.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://behaviourinterventions.org.uk/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative">https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative</a></p>	All

**Total budgeted cost: £121,415**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite achieving our highest levels of success in the academic year 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully met due to the impact of the National pandemic and Lockdowns.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and especially SEMH needs rising and the development of early phonic and social skills. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of quality online teaching, including the provision of laptops for all children who needed one; a blend of daily recorded and live lessons for all children with supplemental paper resources; regular live check ins with any vulnerable children via Google Meets and the Seesaw platform and phone calls.

We have had success for a number of years by ensuring that we ensure that every class has a Teaching Assistant for all maths, reading and writing lessons each morning and that this is supplemented by providing additional Teaching Assistant support for at least 2 afternoons each week for each class to provide a blend of targeted academic support (handwriting, reading, basic maths knowledge) where identified and additional support for all children close to the point of teaching to reinforce learning, provide pre-learning and address misconceptions. This is flexible and supports all children, as necessary. We review this support regularly to assess its success and to refine our practice.

In 2020/21 teaching staff provided small group tuition either before or after school for 15 weeks to targeted children. These children were identified using termly assessments. These included children who we had seen had slipped in their progress from either achieving greater depth or the expected standard.

The profile of the Shipston community has changed over the last two years as a significant amount of new housing has been built and people have lost jobs due to the pandemic. The number of children eligible in school for FSM has risen from 17% to 25% in the past 2 years. Additionally, as with many schools across the country, we have seen a marked rise in the number of children displaying anxiety, especially those who also have SEND. These children require additional daily support to help them to engage in school life.

We have introduced the THRIVE programme and trained staff to deliver it to support all children in developing the vocabulary, awareness and strategies required to help them to deal with anxiety and other difficult emotions which means that they can then focus on academic learning more easily. To supplement this, we have a dedicated adult who works with children in need of nurture, daily.

Broadly, our attendance has been steady around 97% over the past 3 years, although there have been a group of children who have had attendance below 90%. These children and families all have individual needs and work closely with our Family Support Officer to help them to improve their attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have reviewed and re-written our behaviour policy to introduce and develop a focus on restorative practices.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us review and develop our strategy. We will continue to use it through the implementation of activities.

We additionally used funding from the Sports Premium to provide after school sports opportunities run by qualified coaches free of charge to children across the whole school. This allowed for children to develop friendship and social skills, as well as to develop health and fitness, at a time when children were not able to socialise as freely as was previously possible. This supported our plan to increase attendance, support those with anxiety / SEMH issues and develop positive engagement in school life.

