

Pupil premium strategy statement – Shipston on Stour Primary School

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	405
Proportion (%) of pupil premium eligible pupils	26.5% (107 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/5 - 2027/8
Date this statement was published	October 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Glyn Roberts
Pupil premium lead	Glyn Roberts
Governor / Trustee lead	Niki Britt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158 360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£158 360

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 who need a more nurturing approach 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 and supported in the work that they're set and experience success
- 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	Attendance and punctuality: school wide culture aligned with vision and values; creating a sense of belonging; transitioning into school; identifying barriers; collaborative working with families; proactive solutions.
2	Communication and interaction: lack of early Speech & Language provision including specialist support and communal working with preschool settings; support for families, including screen time and sleep patterns; opportunities for developing oracy skills; earlier identification and targeted intervention; opportunities for play and learning including the ability to interact.
3	SEND and disadvantaged provision and progress: reflect on current practice; solve problems collaboratively; improve SEND provision; accessibility to learning, enrichment and life experiences.
4	Preparing children for life outside school: develop cultural capital; transition opportunities; widening social circles; achievement, engagement, motivation and aspiration.
5	Helping children to develop personal, social and emotional skills to thrive in and out of school and to develop effective relationships.

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
<i>Targeted families overall attendance and punctuality increases.</i>	Overall school attendance is 97%+ Lateness is below 0.3%
<i>Children demonstrate increased communication and interaction skills.</i>	Parent, children and staff surveys show an increased happiness with school life. 50%+ of KS2 children achieve a badge in the Shipston Spirit Awards. 80% + Y1 PSC.

	<p>% of children achieving PSED GLD increases.</p> <p>% of children achieving GLD in Communication and Language increases.</p> <p>Number of staff trained to support Speech and Language increases.</p> <p>Number of recorded incidents of behaviour issues related to relationships between children decreases.</p> <p>Early identification of children is effective.</p> <p>Targeted early intervention is strategically planned, delivered and is effective.</p>
<i>SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.</i>	<p>Key measures: GLD,Y1 PSC,Y4 MTC,Y6 SATS are above comparative measures.</p> <p>Termly assessments and pupil progress reviews show that progress is at least good for targeted children.</p> <p>All children make at least good progress from their starting points.</p>
<i>All children are well supported to engage in after school activities, wider curriculum activities and feel that they are valued and belong to our school and feel connected to our community.</i>	<p>All children represent the school in some way by the end of Y6.</p> <p>All children who want to attend school trips are supported to attend.</p> <p>Parental satisfaction and engagement and support is high.</p> <p>Children's satisfaction and happiness is high.</p> <p>There are several events in the community each year which children participate in e.g. Shipston Victorian Evening Choir.</p>
<i>Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience and know pathways to support available to them.</i>	<p>Thrive is well-established and used effectively by all staff.</p> <p>Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents.</p> <p>Thrive screenings show that interventions are effective.</p> <p>Surveys of the whole school community show that there is a high level of belonging and happiness.</p> <p>The 6 C's are evident in the culture and ethos of the school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging, accessible curriculum - regular reviews & training.	<p>Walk Thrus: Teacher Walkthrus</p> <p>Scaffolding/Differentiation - lesson obs</p> <p>Maximising impact of Teaching Assistants - EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>Phonics training - RWI</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Mastering Number: Mastering Number at Reception and Key Stage 1</p>	1, 3
Oracy development.	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oracy in Maths</p> <p>Voice 21 Oracy Framework</p>	2
SEND Inclusion Framework	<p>Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools</p> <p>Telling the Story: the English education subject report</p> <p>EEF Preparing for Literacy</p> <p>Warwickshire SEND Inclusion Framework for Schools</p>	3
Wave 1 provision - school provision map.	<p>Quality First Teaching</p> <p>SEND Code of Practice</p> <p>Link to SEND page on each school's website</p>	3
Behaviour: reviewing & update policies, monitoring, consistency of effective use, training, effective use of CPoms,	<p>New Pedagogies for Deep Learning 6Cs</p> <p>Mark Finnis - Restorative Practice</p> <p>Paul Dix - When the Adults Change</p> <p>Behaviour policy on school website</p>	5

behaviour curriculum, 6Cs.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://www.thriveapproach.com	1
Early Help	https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1	1
Identifying barriers and working with families	https://drrossgreene.com/lost-at-school.htm	1
S&L interventions: WellComm, Time to Talk, SaLT	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics	Oral language interventions Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £28 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Attendance	Working Together to Improve School Attendance	1

	ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence. Inclusive Attendance	
Signposting families; Mental Health in Schools Team workshops; newsletters; Family Information Service	FIS	2
Increase communication and collaboration with preschool settings.	Internal data tracking - PSED, Communication & Language scores, Reception Baseline https://www.eyalliance.org.uk/hello-big-school-managing-transitions	2
Enrichment and play opportunities: OPAL, trips & visitors, clubs, Junior Duke, Shipston Spirit, Acorn to Oak, cluster sports.	OPAL: The Case for Play in Schools https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4
Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum meetings; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £ 158 360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2023/24 showed that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum, especially in Year 6. The support put in place over the past 3 years has had a positive impact. This has been externally moderated by peers and proven in our Year 6 results.

Whilst we have faced a significant challenge in recruitment and retention of support staff over the past 3 years, we have managed to ensure that every year group has a Teaching Assistant each morning and that this is supplemented by providing additional Teaching Assistant support during afternoons across both key stages 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. The number of EAL, SEND (especially those with an EHCP) and Pupil Premium children have risen significantly to well above the National Average and school have changed their strategy accordingly. The majority of our children in receipt of Pupil Premium Funding are also recognised as having SEND needs and / or EAL needs. We have working closely with the Local Authority to establish a new Specialist Learning Resource Provision at school which will open in September 2024 to support the high need across the whole school and also to enable us to continue to offer support to colleagues in other local schools.

The profile of the Shipston community has changed significantly over the last few 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 27% in the past 3 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 are now significantly above the National Average in % of SEND and Pupil Premium children. Baseline results show that, on average, our children start school below the National Average, especially in Personal and social Development. Our Y6 results show that our good practices support our children to make at least good progress while they are with us.

Y6 July 2024 Results: Reading EXS+: 78% (60% National Average); Writing EXS+: 61% (58% National Average); Maths EXS+: 83% (59% National Average); RWM Combined EXS+: 50% (44% National Average); GPS EXS+: 72% (59% National Average).

Scaled scores confirmed the significant achievement: Reading: 105 (103 NA); Maths: 104 (101 NA); GPS: 103 (102 NA).

We have continued to develop the THRIVE programme and now have three 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% in the pre-Covid 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 overall attendance has risen from 93% in 2021/22 to 95.4% in 2023/24.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still behind our previous developmental expectations for most year groups. 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. Our internal assessments during 2023/24 showed that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum, especially

in Year 6. The support put in place over the past 3 years has had a positive impact. This has been externally moderated by peers and proven in our Year 6 results.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None Used	

