

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	398
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
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	£21 785

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	£130,730

Part A: Pupil premium strategy plan

Statement of intent

At Shipston Primary, it is our intention 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*
- Have a relentless focus on questioning and feedback for disadvantaged children to share knowledge to facilitate learning more and remembering more.*

- *Provide tailored support for all children who require it to ensure that they have high standards in phonics and reading.*
- *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 coordinate 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	A significant number of children in the Y3 cohort have joined since EYFS; many have additional needs and finished KS1 working below Key Stage.
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, writing development has not accelerated at the same pace as reading and maths.
5	Assessments and teacher observations have shown that there is an increased number of children experiencing anxiety about coming 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 are a number of families who have attendance below 90%, who are still cautious about Covid and who have not developed a school 'habit'. This impacts on the impact of support in place and the progress children are able to make.

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.	<p>End of year assessments show that the % of disadvantaged children achieving Expected Standard and at Greater Depth in reading, writing and maths across the whole school has risen.</p> <p>80%+ of Y4 disadvantaged children pass Times Table screening.</p> <p>90%+ of Y1 children achieve the required standard in the phonic screening test.</p>
Increase the % of children in Y3 achieving the expected standard at the end of each year.	<p>100% have met the required phonics standard by the end of Y3.</p> <p>The number of children working at a pre-KS1 standard is lowered.</p> <p>Attendance of the whole cohort is 97%+</p> <p>% of children achieving EXS in reading, writing and maths increases.</p> <p>% of children achieving GDS in reading, writing and maths increases.</p>
EAL children are well supported to develop the necessary language skills required for their age.	<p>70%+ of KS1 EAL pass phonics screening.</p> <p>All EAL children are identified and have pupil passports in place if necessary.</p> <p>75%+ of EAL children achieve the expected standard in reading, writing and maths at the end of each year.</p>
Vulnerable children attend school regularly.	<p>Attendance of vulnerable children is 97%+.</p> <p>All children with attendance below 90% are identified and supported to enable attendance.</p>

<p>Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.</p>	<p>The THRIVE programme is used by all staff and all children who would benefit from it are identified and regularly supported.</p> <p>The THRIVE Family programme is in place and key families identified and supported.</p> <p>THRIVE assessments show that key children are making progress.</p> <p>All staff have received annual training in supporting SEMH issues, following a restorative approach to behaviour.</p> <p>The PSHE curriculum supports all children to develop the vocabulary and skills to express emotions and manage feelings.</p>
<p>All children eligible for Pupil Premium are identified in a timely fashion and supported to register.</p>	<p>Families eligible for Pupil Premium identified and registered.</p> <p>Families are fully informed of the variety of support we are able to offer in school and as part of the local community.</p>
<p>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.</p>	<p>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.</p>
<p>Ensure that every child receives high quality teaching every day.</p>	<p>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.</p> <p>A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.</p> <p>% of children achieving EXS / GD standards in reading, writing and maths increases.</p> <p>% of children achieving EXS+ in writing increases.</p>

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: £ 50,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Family THRIVE programme across the whole school.</p> <p>Train a member of staff to become a THRIVE practitioner.</p>	<p>THRIVE Baseline and review data.</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.thriveapproach.com</p>	1,2,3,5,6
<p><i>Ensure that there is a dedicated Pastoral Manager and Family Support Officer to liaise with vulnerable families and identify families eligible for FSM.</i></p>	<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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	5,6
<p><i>Ensure that there is a Teaching Assistant in every class each morning to support learning for all children.</i></p>	<p>Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1,2,3,4,5

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

Budgeted cost: £ 77,000

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 into school and to support early learning and check in with key families.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,5,6
<i>Ensure that all classes have a Teaching Assistant each morning and for at least 2 afternoons per week for at least 30 weeks of the year available to support learning as close to the point of teaching as possible for all children to reinforce learning and address misconceptions.</i>	Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1,2,3,4,5
<i>Provide additional small group teaching for highest priority classes for 20+ weeks.</i>	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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	2,3,4
<i>Ensure that there is a dedicated adult available</i>	There is extensive evidence associating childhood social and emotional skills with	2,5,6

<i>to support SEMH needs across the whole school each day.</i>	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
<i>Walk Thrus – professional development & coaching for all staff</i>	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. EEF Toolkit: Metacognition and self-regulation, feedback – very high impact for very low cost.	2,3,4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	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. https://www.walkthrus.co.uk/	All

Total budgeted cost: £ 130,730

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.

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.

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. This has supported our children in building up their learning stamina to the required standard and in helping children to develop a greater understanding of the standards required of them following three disrupted years.

We have successfully 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. The children who have worked with THRIVE daily have all made significant improvements using the THRIVE assessments in their social understanding and management.

Our school attendance was 95%, slightly below our target of 97% but above the national average. However, 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. The Family THRIVE programme will be introduced and further staff trained to deliver this next year to attempt to engage those families still reluctant and nervous following the last three years' disruption.

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.

We supplemented this support by using catch-up funding to provide additional teaching time for targeted children for some mornings, allowing teaching to be delivered in smaller classes without reducing the curriculum. Additionally, we used tuition funding to deliver over 800 hours of additional tuition to 97 children throughout the year by using our own teaching staff after school hours.

Internal data tracking shows that all year groups made significant progress in reading, writing and maths in all year groups from their starting points.

Our KS2 results were well above the national average.

Our KS1 results were broadly in line with the national average. This year group has significantly higher than school average SEND and Pupil Premium numbers as well as having a very high number of children who joined after EYFS.

Our approach to supporting phonics had a particularly high impact. Our Y2 cohort progressed from 32% at the required standard at the end of Y1 to 91% at the end of KS1. Our Y1 cohort achieved 82% at the required standard.

Across the whole school, 62% of Pupil Premium children achieved EXS in reading, 26% GDS; 55% EXS writing, 12% GDS; 71% EXS maths, 27% GDS. 52% of children achieved EXS in all three subjects. These were all significantly improved results from the end of 2020/21.

In EYFS, 63% of children achieved GLD.