# Pupil premium strategy statement 2021–2024

## 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

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| Detail | Data |
| School name | Shaldon Primary School |
| Number of pupils in school | 214 |
| Proportion (%) of pupil premium eligible pupils | 9.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021–2024 |
| Date this statement was published | 07/09/21 |
| Date on which it will be reviewed | 31/07/22 |
| Statement authorised by | Interim advisory board |
| Pupil premium lead | Jennifer Stewart  Headteacher |
| Governor / Trustee lead | Simon Girling  Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,175 |
| Recovery premium funding allocation this academic year | £3,045 |
| 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 | £23,220 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our objectives for our disadvantaged pupils:   * The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics. * They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.   Our current pupil premium strategy plan focuses on the following academic and pastoral goals:   * enhancing the quality of early years provision, especially developing children’s oral language, including their vocabulary * ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation * using in-depth assessment to identify early any pupils who are struggling academically, and then to provide targeted support and focused intervention * identifying and responding to pupils’ social, emotional and mental health (SEMH) needs (through the Boxall Profile) to improve their attitudes to learning and their resilience * engaging with families to support their children’s learning at home and improve their well-being * improving pupils’ attendance, punctuality and readiness to learn.   Our strategy plan is based on the following key principles   * The plan is a key tool for improving outcomes for our disadvantaged pupils. * It is aligned with and integral to other school plans and processes. It forms part of the school’s wider planning and staff are familiar with it. * Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar. * Continuing professional development of different types forms an important strand of this work. * This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years. * Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives. * We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1: Cognition and Learning | Many children have barriers around cognition and learning; particularly poor auditory and visual memory, and difficulties in retaining learning. |
| 2: Gaps from lockdown | Covid-19 lockdowns negatively affected children’s knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties. |
| 3: SEMH needs | For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning. |
| 4: Parenting support | Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children. |
| 5: Poor attendance | Poor attendance and punctuality are barriers for some children. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021 – 2024)**, and how we will measure whether they have been achieved.

**Key Stage 1 Attainment:**

* 100% PP children pass the phonics screening check in Year 1
* 100% PP children pass the November 2021 phonics screening check in Year 2
* 80% PP children achieve Expected standard or above in reading, writing and maths

**Key Stage 2 Attainment:**

* 90% PP children achieve the expected standard or above in reading, writing and maths

**All PP children:**

* Average attendance for PP children is in line with non-PP children – above 97%

**Additional provision for all PP children:**

* Targeted provision provides opportunities for children to enjoy wider opportunities that they would not otherwise experience.
* PP children report increased well-being and ability to self-regulate their feelings owing to the pastoral support and investment in well-being support for PP children with SEMH needs.

The following table sets out the range of interventions and wider opportunities we will provide, in order to address the five challenges outlined in the ‘Challenges’ section above.

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| --- | --- |
| Challenge number | Detail of challenge |
| 1: Cognition and Learning | Many children have barriers around cognition and learning; particularly poor auditory and visual memory, and difficulties in retaining learning. |
| 2: Gaps from lockdown | Covid-19 lockdowns negatively affected children’s knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties. |
| 3: SEMH needs | For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning. |
| 4: Parenting support | Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children. |
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| **Challenge** | **Provision in place** | **Frequency** | **Impact and Progress Measures** |
| 1: Cognition and Learning | Auditory & Visual Memory Capacity | Twice weekly interventions | Half termly reviews of sequencing capacity and memory tests to capture increased retention. Each child has a personal record of progress, in order for us to assess rate of improvement. |
| 1: Cognition and Learning | Precision Teaching: Phonics | Daily 1:1 interventions for key individuals, each morning | Weekly phonics checks indicate retention and recall of previous GPCs and newly taught GPCs. This would be compared to non-PP data to assess impact of spend on PP interventions. |
| 1: Cognition and Learning | Precision Teaching: Mathematics – multiplication checks | Daily – in class, followed by 1:1 booster sessions in the afternoon | Use of ‘99’ club to measure progress in speed of recall.  This would be compared to non-PP data to assess impact of spend on PP interventions. |
| 2: Gaps from lockdown | Reading fluency and comprehension support | Twice weekly intervention groups (max 8 children) | Half termly assessments: Use of past SATs papers given termly and as September baseline for children in Yrs 2 and 6. ***This will change from 2023, when KS1 standardised tests are replaced.***  PIRA/PUMA tests given termly to children in Yrs 3, 4 and 5.  Monthly reading fluency checks recorded and tracked to compare PP children’s reading fluency progress vs non-PP reading fluency progress. |
| 2: Gaps from lockdown | Spelling, Punctuation and Grammar support | Daily, in class support from class teacher | Half termly progress meetings. All children have writing progress folders, capturing longer, independent writing pieces.  Writing progress folders moderated with other schools to standardise age-related expectations and measure PP children’s writing.  SPAG tests for children in all year groups every half term enable PP vs non-PP comparison.  Common Exception Word spelling tests given to children every half term to measure number of words that can be spelt independently. Tracked as record of progress. |
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| 3: SEMH | Well-being support group for PP children with SEMH barriers | Twice weekly well-being group | Children will all keep individualised journals tracking their moods and ability to self-regulate.  Half termly meetings with parents to assess behaviours at home and perceptions of children’s self-regulation strategies  CPOMS will also evidence impact on safeguarding or behavioural incidents occurring in and out of school for the children attending the well-being support group. |
| 4: Parental support | Forest School for PP children – access to wider opportunities; also supports SEMH | Weekly (every Thursday afternoon) | Forest School lead will capture photographs and anecdotal evidence of improvements in PP children’s self-esteem, teamwork and participation.  Forest School lead will conduct pupil survey at start of year (October 2021) and will review with a follow-up survey at end of every term to capture pupil’s self-assessed increase in confidence and resilience. |
| 4: Parental Support | Musical opportunities – access to wider opportunities; also supports cognition and learning | Weekly (Thursday mornings) | PP Music group – Alphasax; external music teacher |
| 4: Parental Support | Provision of uniform, books, equipment and food deliveries | Termly | PP children engagement in learning, reflected in school work, well-being, progress and attainment – teacher and pupil interviews  CPOMS - all  IEP review meetings, where applicable  TAF meetings, where applicable |
| 4: Parental Support | Access to clubs, sports and wider activities | Termly | PP children engagement in learning, reflected in school work, well-being, progress and attainment – teacher and pupil interviews  CPOMS - all  IEP review meetings, where applicable  TAF meetings, where applicable |
| 5: Attendance | Transportation paid for PP children who struggle to get to school owing to distance from school or parent not having transport | Daily | Attendance figures reported daily for particular PP children |
| 5: Attendance | PP children with poor attendance have breakfast club and after-school club paid for, to encourage prompt arrival and allow parents to work. | Daily | Attendance figures reported daily for particular PP children |
| 5: Attendance | Headteacher/PP Lead meets termly with EWO to discuss support, such as Early Help, in place for PP children with poor attendance. | Termly | TAF Meetings  Early Help review meetings  PP children attendance tracking sheet  Evidence of letters sent by post to families with poor attendance rates, including PP families |
| 5: Attendance | Early access to library – Yrs 2-6 have a day per week when parents bring children into library to select a book. PP families approached individually and invited to come in with their child and choose a book together; opportunities for staff to chat and build relationships with parents | Weekly | Improved parental engagement  Increased likelihood of parents reading with children at home if they have chosen books together (based on CLPE, 2014 research evidence)  Improved attendance as result of increased parental 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 below:

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| Challenge number | Detail of challenge |
| 1: Cognition and Learning | Many children have barriers around cognition and learning; particularly poor auditory and visual memory, and difficulties in retaining learning. |
| 2: Gaps from lockdown | Covid-19 lockdowns negatively affected children’s knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties. |
| 3: SEMH needs | For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning. |
| 4: Parenting support | Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children. |
| 5: Poor attendance | Poor attendance and punctuality are barriers for some children. |

### High-Quality Teaching (for example, CPD, recruitment and retention)

Predominantly barriers 1 and 2, which account for 35% of identified needs amongst disadvantaged children – split between Teaching Quality and Targeted Intervention: **£3,127**

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff on reading fluency interventions | EEF – [Oral Language Interventions](about:blank) | 1, 2 |
| External training and on-going support from Educational Psychologist, in order to support PP children with significant barriers to learning and SEMH | EEF – [Follow the Asses, Plan, Do, Review process](about:blank)  EEF- [Targeted Academic Support](about:blank) | 1, 2, 3, 4 |
| Training for new staff to deliver Phonics Bug sessions | Implementing a systematic programme (ERF) | 1, 2 |
| Coaching for staff room the Rapid Reader scheme for children in LKS2/UKS2 | Early Reading Framework – Section 5: Building a team of experts | 1,2 |
| Weekly coaching and training to develop teaching staff’s pedagogy with a focus on assessment for learning. | EEF – [Embedding Formative Assessment](about:blank)  EEF – [Metacognition](about:blank#nav-downloads) | 1,2 |
| 1:1 coaching for ECT and new to trust teachers with SLT. | [Strand 8 Professional Behaviours](about:blank) | 1, 2 |
| Training and development for staff in EYFS   * Ensuring targeted intervention for PP children to support with catch up due to Covid-19 pandemic. * Smaller phonics groups for targeted phonics support. * Promoting talk and vocabulary development for children in EYFS, particularly those who have had limited exposure to pre-school, owing to Covid-19 lockdown | EEF- [Targeted Academic Support](about:blank) | 1,2, 3, 4 |

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

Predominantly barriers 1 and 2, which account for 35% of identified needs amongst disadvantaged children – split between Teaching Quality and Targeted Intervention: **£5,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 phonics precision teaching | EEF – [one to one tutoring](about:blank)  Early Reading Framework – Section 5: Building a team of experts | 1,2 |
| Visual and Auditory Memory Interventions for PP children in KS2 | EEF – [Oral Language Interventions](about:blank) | 1, 2 |
| 1:1 fluency intervention and pre-teaching | EEF – [improving literacy at KS2](about:blank) | 1, 2 |
| Classes are split in EYFS and Year 1, to allow targeted PP intervention and physical education. | EEF – [one to one tutoring](about:blank)  EEF – [Physical Activity](about:blank) | 1,2 |
| Teachers prioritise pre-teaching for most disadvantaged pupils | EEF – [one to one tutoring](about:blank) | 1,2 |
| Training for two members of staff to become well-being champions, supporting SEMH needs for PP children – twice weekly PP well-being groups | EEF - [Self Regulation](about:blank#nav-downloads) | 2, 3 |
| Tracking of impact of well-being support for PP pupils using Rising Stars programme, combined with pupil conferencing and surveys | EEF - [Self Regulation](about:blank#nav-downloads) | 2, 3 |
| Interactive learning programmes to support rapid catch up and promote engagement in home learning: AR, TTRS, Spelling Shed, TestBase | EEF – [Follow the Asses, Plan, Do, Review process](about:blank)  EEF- [Targeted Academic Support](about:blank) | 1, 2 |

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

Predominantly barriers 3,4,5, which accounts for 65% of identified needs amongst disadvantaged children

**Budgeted cost: £15,093 (65% of total budget)**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access to high quality books – parents coming into school each week to use library and select books with their child, promoting reading for pleasure and increase likelihood of parents coming into school and therefore increasing access to teachers each week. Spend on books for library, furniture, reading reward schemes, literature and guidance for parents, opening school gates early – staffing of library and early availability of SLT to talk to parents. | OECD (2015) parental engagement with childrens’ reading  Cremin, 2016  CLPE, ‘Reading for Pleasure: What we know works’ (2014) | 3, 4, 5 |
| Safeguarding lead to support children from disadvantaged families with parenting support and workshops. | EEF – [parental engagement](about:blank) | 4,5 |
| Increased number of Early Help Lead Practitioners within school from 1 to 4, autumn 2021. External training from DCFP 15th Nov, plus on-going training and support. | EEF – [parental engagement](about:blank) | 4,5 |
| Engagement with external agency, South-West Family Values counsellor who provides additional home/school support | EEF – [behaviour interventions](about:blank) | 3,4,5 |
| Well-being support group twice weekly – training, resources (gardening equipment, art and craft, mindfulness resources) and staffing. Also includes work with external agencies such as NSPCC and local network schools. | EEF - [Self Regulation](about:blank#nav-downloads) | 3, 4, 5 |
| Music and performance: P-Bones, Violins, AlphaSax lessons for PP children. | EEF – Arts Based Education  [Arts Based Education](https://educationendowmentfoundation.org.uk/news/new-eef-publishes-evaluation-of-arts-based-education-programmes) | 3, 4, 5 |
| Parental engagement activities – Weekly Newletters, Class Dojo, Twitter updates and Parent Rep Meetings with Headteacher | EEF – [parental engagement](about:blank) | 4, 5 |
| Monthly reading ‘surgeries’ for parents of disadvantaged children to attend and discuss any concerns around their child’s reading – coffee mornings with headteacher and English lead | EEF – [parental engagement](about:blank) | 4, 5 |
| Increased wider opportunities for children throughout school day – external providers and staff offering lunch time clubs and activities that support cognition and learning and SEMH: Knitting, team games, craft, FunFit, reading shed, Sporst Crew, school librarian responsibilities | EEF – [behaviour interventions](about:blank) | 3,4,5 |
| Wrap-around care funded for PP children and transportation provided to support regular attendance of PP children | EEF – [parental engagement](about:blank) | 4, 5 |

**Total budgeted cost: £***23,220*

# 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.

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| *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.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  The in-school testing at the end of the academic year 2020–21 drew on:   * EYFSP * in-school testing using PIRA, PUMA, previous Phonics screening checks, previous SATs papers * teacher assessments * standardised tests of phonics, spelling, grammar, reading comprehension, reading fluency, multiplication fluency, maths arithmetic and problem-solving * data from 2019/20, KS2, EYFSP and end of KS1   Findings relating to our disadvantaged pupils were as follows:   * Disadvantaged pupils at the end of Year 5 (Year 6 cohort 2021–22) remain a priority in all subjects from the data analysis * Following lockdown owing to Covid-19, reading fluency and problem solving in maths were the areas with the widest attainment gap between PP and non-PP * Attendance amongst our PP children was lower than non-PP children. This was owing to parental nervousness around Covid-19. |

## 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*

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| --- | --- | --- |
| Programme | Provider | Date purchased |
| 1:1 Phonics Intervention | Active Learn/Phonics Bug | Feb 2021 |
| Precision Teaching Training | AB Educational Psychologist | Sept 2020 |
| Rapid Reader – reading fluency and comprehension support programme | Active Learn/Rapid Reader | Feb 2021 |
| Spelling Shed | EdShed | Sept 2020 |
| Accelerated Reader | Rennaissance Learning | Sept 2020 |
| Letterjoin Handwriting programme | Letterjoin | Sept 2020 |
| Provision Mapping | EduKey | June 2021 |

## Service pupil premium funding (optional)

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*  Not applicable. |