

Pupil premium strategy statement – Shire Oak CE Primary School

This statement details our school's use of pupil premium (and recovery 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 | 210 |
| Proportion (%) of pupil premium eligible pupils | 16.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Review: 2021-2022 Strategy: 2022-2025 (some items will be only for 2022-2023) |
| Date this statement was published | 21/11/2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Jane Astrid Devane |
| Pupil premium lead | Marcelle Maver |
| Governor / Trustee lead | Kate Wright |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £38,780 |
| Recovery premium funding allocation this academic year | £4930 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £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> | £43,710 (We also receive Pupil Premium + funding for children who have been adopted from public care. This is detailed separately and not published online.) |

Part A: Pupil premium strategy plan

Statement of intent

Our approach to the inclusion, attainment and achievement of disadvantaged pupils is outlined on our website at <https://www.shireoak.org/pupil-premium>

In summary, we want the very best education for all our pupils. We focus carefully on the progress that children make and this is monitored closely throughout the year.

- We use additional funding to make sure that children access the right support at the right time. This may be academic intervention work (e.g. tutoring) or pastoral support (e.g. mentoring, therapeutic intervention, etc.) In addition, we plan learning opportunities that develop children's cognitive and academic language and skills (e.g. philosophy work) and ensure all children can access a broad and balanced curriculum (e.g. trips, visitors and curriculum enhancement.)
- Interventions and other personalised approaches are determined by the Senior Leadership Team and/or the Inclusion Group and SENCo. Information from teacher assessment, test and task data, Pupil Progress Meetings, the PASS report (Pupil Attitudes to Self and School survey) as well as information from class and pastoral staff and parents/carers are all used to identify the children who would benefit from this additional support and when.

Our strategy is underpinned by the research and findings of the Education Endowment Fund (EEF).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social, emotional and mental health difficulties which get in the way of attending school and achieving well. (This can be the children, their parents/carers or other family members.) |
| 2 | Low prior attainment and slow progress rates in core subjects. Retention and retrieval of prior knowledge that requires additional skill and time to be activated. This has been further exacerbated by the impact of school closures and COVID related absences and disruption (despite school's provision and targeted support for remote learning.) |
| 3 | Limited life experiences beyond home and the immediate community. These are a barrier to children accessing the breadth of our curriculum |

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| | as they do not always have the vocabulary and prior understanding of their peers. |
| 4 | Behaviour for learning. Some children's life experiences mean that they are not ready to learn in a classroom setting without significant support. |
| 5 | Well over a third of our children in receipt of Pupil Premium are listed on the SEND register. These additional needs (particularly those with complex needs) impact their ability to meet the national expected standards in core subjects by the time they leave primary school. |
| 6 | Attendance figures for disadvantaged pupils are lower than their non-disadvantaged peers. Absence is a known barrier to achievement. |

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 |
|--|---|
| Children are supported to make the best possible progress in the core subjects so that their attainment is in line with children nationally and they are achieving well. | <p>Children will make at least good progress from their previous starting points and some will make accelerated progress. (i.e. they will attain at least as well as their last key stage data or the highest recorded data we have in school where end of key stage data is not available.) School records show the impact of intervention groups, tutoring, pre-teaching and other academic interventions and their effectiveness. BSquared is used to track the progress of children with complex SEN needs. We are using evidence-based interventions for children with SEND and therefore use the outcome measures that are part of the programme to measure progress.</p> <p>The attainment gap between children in receipt of Pupil Premium and their peers will narrow.</p> |
| Children will be able to access and use our broad and balanced curriculum to make good progress in all subjects. | Our curriculum is planned to ensure that all children can access and engage with it well, whatever their prior understanding. This will include pre-teaching, visits, visitors and other enhancement activities. Children will have access to opportunities that are beyond their usual experience (e.g. |

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| | <p>outdoor learning, adventurous activities, etc.)</p> |
| <p>Children with social, emotional and mental health difficulties are correctly identified and supported.</p> | <p>School's records will show that the correct children have been identified and are receiving appropriate support inside and outside school which is enabling them to attend well and to achieve in school. (Records include PASS reports, CPOMS, School Plans. Support includes, but is not limited to, Early Help Plans, pastoral interventions (including sessions with the Learning Mentor and Drawing and Talking therapeutic intervention), access to cluster provision, e.g. counselling and Family Support Worker). The effectiveness of these interventions will be evaluated.</p> <p>Children who have been adopted from public care (and their parents/carers) will be supported by the Designated Member of staff who will develop, carry out and monitor children's own individual plans.</p> |
| <p>Children are able to access their learning, make good social and emotional connections and not be a barrier to other children's learning.</p> | <p>Behaviour records will show the impact of this work and the improvement for children where this self-regulation is an issue. The right intervention and skilled/trained support will be offered at the right time and this will be evidenced in school.</p> |
| <p>Children in receipt of Pupil Premium attend school in line with their peers.</p> | <p>School's records (CPOMS, Attendance Tracker, etc.) show that school will monitor attendance and intervene quickly where absence rates are rising. Attendance records for children in receipt of Pupil Premium show figures in line with their peers.</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: £6,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD for all teachers on the mastery model of teaching mathematics. (Participating in WY Hub Teaching for Mastery programme – Sustaining/ Work Group year) | See EEF Guide to the Pupil Premium, Tier 1 EEF PP Guide and analysis of strands in EEF T&L Toolkit | 2 5 |
| Ensure the good teaching of phonics and spelling throughout school. Introduce a new accredited phonics scheme (FFT Success for All) supported by quality CPD. | See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. EEF PP Guide and analysis of strands in EEF T&L Toolkit | 2 5 |
| CPD and whole school improvement work on the teaching of writing particularly a writing sequence based on the use of quality texts and real life experiences. | See EEF Guide to the Pupil Premium, Tier 1, Tier 2 and Tier 3. EEF PP Guide and analysis of strands in EEF T&L Toolkit | 2 3 5 |
| CPD on an effective graduated approach, writing SEND plans using the new online toolkit and understanding continuums of provision and quick guides to conditions and needs. Additional | See EEF Guide to the Pupil Premium, Tier 2 EEF PP Guide and analysis of strands in EEF T&L Toolkit | 1 2 4 5 |

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| time given to teaching staff for planning and resourcing for children with SEND. | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24,187

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employing an experienced, skilled core English and maths teacher to tutor children and small groups, to work with class teachers to meet the academic needs of targeted children. | See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. EEF PP Guide and analysis of strands in EEF T&L Toolkit | 1 2 6 |
| Well planned academic interventions for targeted children across school, including phonics, writing, reading and maths led by skilled and trained teaching assistants. (Evidence-based, where possible.) | See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. EEF PP Guide and analysis of strands in EEF T&L Toolkit | 2 4 5 6 |

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

Budgeted cost: £36,824

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employ a Learning Mentor (and Family Support Worker) | See EEF Guide to the Pupil Premium, Tier 2 and Tier 3. EEF PP | 1 3 |

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| <p>Worker) to work with families on parental engagement and removing barriers to children attending and achieving well in school. He will lead on Early Help Plans and school written plans, access appropriate cluster and other agency support and coordinate in-school support with SLT, where appropriate.</p> <p>He also supports vulnerable children. He works to remove their barriers to learning through 1:1 work, Lego Therapy, lunchtime activity groups, positive play sessions, restorative sessions, nurture and mentoring sessions, writing Individual Pupil Risk Assessments for behaviour and Positive Behaviour Support Plans.</p> | <p>Guide and analysis of strands in EEF T&L Toolkit</p> | <p>4 5 6</p> |
| <p>Provide additional time for the SENCo to work for children where SEND and deprivation of other vulnerability (e.g. social care involvement) intersect to make sure provision for the children is enhanced and is as good as possible and that they benefit from the high level of teaching skill and experience she has.</p> | <p>See EEF Guide to the Pupil Premium, Tier 1, Tier 2 and Tier 3. and analysis of strands in EEF T&L Toolkit</p> | <p>1 2 4</p> |

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| <p>All children in school given the opportunity to enjoy and broad and balanced curriculum and a wide range of extra-curricular activities, regardless of parental ability to pay. This is achieved through school day activities (e.g. Forest School which requires staff CPD and additional staffing), music lessons (e.g. whole class djembe lessons for free, but also subsidised peripatetic instrument lessons) as well as subsidised or free activities, trips and residential (e.g. Lineham Farm, Y4 and Robinwood, Y6). These are planned with the needs (academic, social, emotional, spiritual and physical needs) of the children in mind, particularly those for whom outside school experiences are limited.</p> | <p>See EEF Guide to the Pupil Premium Tier 3. EEF PP Guide and analysis of strands in EEF T&L Toolkit</p> | <p>1 2 3 6</p> |
| <p>To provide a therapeutic intervention to support children's SEMH. (Drawing and Talking)</p> | <p>See EEF Guide to the Pupil Premium Tier 3. EEF PP Guide and analysis of strands in EEF T&L Toolkit</p> | <p>1 4 5</p> |

Total budgeted cost: £67,971

Outcomes for disadvantaged pupils

Due to the ongoing impact of COVID-19 external performance measures have not been published nationally for 2022. The results of diagnostic assessments, NFER tests and teacher assessments are held in school but not published online due to low PP numbers in some cohorts and the risk of identifying children. This has been shared with the governor with responsibility for Pupil Premium.

We acknowledge that our internal data shows an attainment gap between our children in receipt of pupil premium and their peers in many cases. The disadvantaged children who took KS2 SATS made positive value added progress from their KS1 starting points in reading, but progress was not as strong in maths and writing. This is contrary to our usual pattern of 'the longer you are at Shire Oak the better you do'. Our evaluation in school showed that typically children in receipt of Pupil Premium had further to catch up after the school closures and disruption and their attendance was most likely to be negatively affected when school was open. One of our school priorities in 2021-2022 was: To continue to understand and respond to the academic, social, emotional, spiritual and physical needs of children following the period of partial school closure and the impact of the COVID-19 pandemic. In teachers' performance management the provision that was put in place to meet this priority and the success of it for each cohort was scrutinised and evaluated.

Externally provided programmes

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

| Programme | Provider |
|--------------------|-----------------|
| School based tutor | Own teacher |
| Nessy | Nessy |
| Alpha to Omega | Dyslexia Action |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| n/a |
| The impact of that spending on service pupil premium eligible pupils |
| n/a |

Further information (optional)

We continue to ensure each class has a teaching assistant to enable teachers to direct extra support and challenge to the children who need it as well as running intervention groups, hearing readers, etc. As well as using our core funding, Pupil Premium funding, Catch Up Funding and School-Led Tutoring funding from the DfE to meet the aims of our Pupil Premium strategy we also use a small amount of money from our Opportunities Fund. This is money that is raised by the governors, chiefly through donations and funding bids to support the inclusion and achievement of all our children, particularly the most disadvantaged.