

Pupil premium strategy statement (review of 2019-2020 and aims for 2020-2021)

School overview

Metric	Data
School name	Shire Oak C of E (VC) Primary School
Pupils in school	209
Proportion of disadvantaged pupils	36/208 17.3%.
Pupil premium allocation this academic year	£64980.00
Total spend	An estimate due to Covid £50 000
Academic year or years covered by statement	2019 2020
Publish date	January 2021
Review date	October 2021
Statement authorised by	Jane Astrid Devane
Pupil premium lead	Marcelle Maver
Governor lead	Julia Kelly

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to no SATs or end of year assessments
Writing	N/A due to no SATs or end of year assessments
Maths	N/A due to no SATs or end of year assessments

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Unable to verify as no external SATs
Achieving high standard at KS2	Unable to verify as no external SATs
Measure	Activity
Priority 1	Ensure all PP children have access to remote learning through online technology at home or additional support in school.
Priority 2	To help all children to develop their academic and cognitive language, their reasoning skills, academic resilience and the ability to argue or question in a positive way.

Barriers to learning these priorities address	<p>Some children do not have access to remote learning due to Internet access, devices at home, etc.</p> <p>Changes to staffing, due to COVID, may affect children's wellbeing and readiness for learning.</p> <p>Children need access to good quality pastoral support to process what has happened in the previous year, what may still be ongoing as well as other issues that get in the way of learning.</p>
Projected spending	£8000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Phonics	Achieve national average expected in the Phonics screening.	July 2021
Other	Improve attendance of disadvantaged pupils in school.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Small group focus on KS1 disadvantaged children to achieve the pass mark in the phonics screening.
Priority 2	To improve the quality of writing across school supporting, engaging and giving PP children experiences from which to gain inspiration and small group support.
Priority 3	To build on the quality of maths by using the White Rose materials and support PP children to use the online recourses when isolating. Small group work based around models and imagers.
Barriers to learning these priorities address	<p>Due to varying home situations and attitudes to remote learning, not all children have made as much progress as others during lockdown. (This has continued as bubbles have closed.)</p> <p>Quality assessment and feedback has not always been possible during lockdown due to the nature of</p>

	<p>the work set and varying degrees of engagement with it. This is also likely to be the case in any subsequent bubble closure. This also true of diagnostic assessment used to identify particular gaps and difficulties for individuals and groups of children.</p> <p>We had introduced a new scheme (White Rose Maths Scheme) just as lockdown began, but were not able to do the high quality training and monitoring we had planned on its introduction.</p>
Projected spending	£16 500

Wider strategies for current academic year

Measure	Activity
Priority 1	Increased emotional and mental health support for vulnerable children and parents to cope with the external pressures (nurture team, safeguarding team). To support children with emotional regulation after lockdown and to help parents access support from external networks.
Priority 2	Develop the whole child through opportunities and experiences not accessible to PP children.
Barriers to learning these priorities address	<p>Children's mental health has been affected by the lockdown.</p> <p>Some children and families are fearful of returning to school.</p> <p>Children's experiences have been limited during this period. This is especially true of those for whom school is the chief source of such experiences (e.g. swimming, trips, visitors, outdoor work, etc.)</p>
Projected spending	£25 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to staff professional development.	Use of training days, staff meetings/Hobby half days. Additional cover provided by SLT.
Targeted support	Ensuring enough time for interventions to take place and	Budget implications - supply staff. (This is balanced with the

	that staff who deliver are used less to cover other classes.	priority of having familiar staff to teach and support children.)
Wider strategies	Engaging the families facing most challenges. Raising Families Consultant in school part of the time.	Working closely with the cluster to ensure families receive timely support as required.

Review: last year's aims and outcomes

Aim	Outcome
Consolidate attendance for those families who find it hard to attend school regularly. To ensure early identification and early support.	This had improved with the family support worker but slowed due to lockdown. During lockdown school supported families who could not access online learning with paper copies, phone calls, door stop visits and online sessions. We used the delivery of food and other support to gain access.
To improve quality of writing across school supporting, engaging and giving children experiences from which to gain inspiration.	This is still an issue for a lot of our children. (not just PP) This is going to be a whole school target as lockdown and virtual learning saw a high level of disengagement in writing as children worked on electronic devices and parents found it hard to support this area of the curriculum.
After school programme – to engage and enrich Subsidised trips Music	We managed to complete a lot of these before lockdown. Y6 and Y4 attended their residentials and music lessons continued virtually with instruments loaned to children.