

## 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	Shire Oak CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Review: 2020-2021 Strategy: 2021-2022 (We will use 3 year plans after COVID)
Date this statement was published	27/10/2021
Date on which it will be reviewed	1/9/2022
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	£49765
Recovery premium funding allocation this academic year	£4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54550

# 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.)

## 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.
3	Limited life experiences beyond home and the immediate community. These are a barrier to children accessing the breadth of our curriculum 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	Some children did not access much quality remote learning during the lockdowns and bubble closures, despite school's provision and targeted support.

## 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
<p>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> <p>To ensure that the impact of school closures does not widen the gap for the children who were not able to make good progress during school/bubble closures.</p>	<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.</p>
<p>Children will be able to access and use our broad and balanced curriculum to make good progress in all subjects.</p>	<p>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. 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 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, access to cluster provision, e.g. counselling)</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 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 is offered at the right time and this is evidenced in school.</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: £10200

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 – embedding year)	See EEF Guide to the Pupil Premium, Tier 1 <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	2 5
Ensuring that a well-qualified teacher directs the learning of each class and that staff known to children (and who know the children and school well) are used to cover absences due to COVID disruption.	See EEF Guide to the Pupil Premium, Tier 1 <a href="#">EEF PP Guide</a>	1 2 4
Ensure the good teaching of phonics and spelling in UKS1 and LKS2 following staff year group moves. Deputy Head working to train and support these teachers to teach this subject area well and to help them learn how to identify and plan for the children at risk of not meeting national outcomes in phonics (including due to school/bubble closure).	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	2 5

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

Budgeted cost: £16800

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. <a href="#">EEF PP Guide</a>	2 5

	and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	
Well planned academic interventions for targeted children across school, including phonics, writing, reading and maths led by skilled and trained teaching assistants.	See EEF Guide to the Pupil Premium, Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	2 4 5

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

Budgeted cost: £19289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission a Raising Families Consultant (Support Worker) to work with families on parental engagement and removing barriers to children attending and achieving well in school. She 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.	See EEF Guide to the Pupil Premium, Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1 4 5
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.	See EEF Guide to the Pupil Premium, Tier 1, Tier 2 and Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1 2 4
Deploy our Inclusion Support Worker to support vulnerable children (and their parents). 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.	See EEF Guide to the Pupil Premium Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1 4
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	See EEF Guide to the Pupil Premium Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	3

<p>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>		
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**Total budgeted cost: £46289**

## 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.

Due to COVID-19 external performance measures have not been published for 2021. 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. The table below shows how many children in receipt of Pupil Premium achieved age related expectations by the end of 2021. It is not surprising that, due to the period of school closure in 2020-2021 (which further widened the gaps caused by school closure in 2019-2020) the attainment of children in school has been affected. This is not typical of the attainment and achievement of Pupil Premium children in our school in recent years.

	Reading	Writing	Maths
<b>Year 1</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
<b>Year 2</b>	<b>25%</b>	<b>25%</b>	<b>0%</b>
<b>Year 3</b>	<b>25%</b>	<b>0%</b>	<b>25%</b>
<b>Year 4</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
<b>Year 5</b>	<b>75%</b>	<b>0%</b>	<b>0%</b>
<b>Year 6</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>

### 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*

Programme	Provider
n/a	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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)

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.