



Shield Row Primary School

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	Shield Row Primary
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Cooke
Pupil premium lead	J Cooke A Bolton
Governor / Trustee lead	T Cassap

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,595
Recovery premium funding allocation this academic year	£6,815
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	£75,410

Part A: Pupil premium strategy plan

Statement of intent

At Shield Row Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children
- Having high expectations of all pupils and ensuring all staff believe that all children can achieve well
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective
- Remembering that pupil premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	<u>Low starting points</u> Our disadvantaged pupils commonly show lower levels of literacy and language on entry to school, compounded by the fact that these pupils only had access to 15 hours of nursery provision.
2	<u>Less engagement with home reading</u> Less engagement in supporting children at home with reading means we need to make sure children have opportunities to read regularly in school. Additional interventions are often needed to support disadvantaged children's reading progress.
3	<u>Weaker oracy skills</u> Pupils who are eligible for pupil premium have less experiences with early language and literacy, meaning there are gaps in their knowledge, understanding and skills, resulting in: limited vocabulary, weaker oracy skills and slower progress in reading.

4	<p><u>Weaknesses in basis skills</u></p> <p>Periods of home learning forced by COVID-19 school closures, and a lack of parental engagement, have significantly impacted our disadvantaged pupils' basic skills of: handwriting, spelling, basic punctuation, number sense and fluency.</p>
5	<p><u>Limited experience outside of school</u></p> <p>Due to lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences outside of school.</p>
6	<p><u>Lack of emotional resilience</u></p> <p>The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.</p>
7	<p><u>Attendance</u></p> <p>Low attendance rates impact on the ability to access learning.</p>

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
1. Pupils eligible for pupil premium in EYFS make accelerated progress in all areas to meet national expectations	A target of 80% of children to meet GLD at the end of Reception.
2. Ensure that disadvantaged pupils become fluent and confident readers	The proportion of pupils passing the Year 1 phonics screening remains at least in line with national averages. The proportion of children achieving EXS+ in reading, at the end of each phase, is at least in line with national averages.
3. Ensure disadvantaged pupils are clear and confident speakers enriched by a growing range of vocabulary.	Regular planned opportunities in place, in all areas of the curriculum to develop pupil talk. Observations show speaking and presenting skills of disadvantaged pupils are improving.
4. Ensure interventions are targeted, effective and run by highly trained staff.	Intervention data shows progress from baseline to end of interventions. Skill trackers show improvements over time.

Improved levels of parental engagement with additional practise of basic skills at home.	The proportion of children working at EXS in reading, writing and maths has increased from Summer 2021 data. All children engage regularly with home learning.
5. Ensure all children have the opportunity for curriculum enrichment through experiences, visitors and trips as well as extra-curricular activities.	Regular, planned experiences and enrichments across the curriculum to enhance children's cultural capital. Increase in numbers of disadvantaged children attending after-school clubs.
6. Ensure disadvantaged pupils display positive attitudes to learning and independent learning behaviours. Pupils have strategies to communicate and manage their emotions.	Observations show all pupils displaying independence, resilience, self-motivation and collaborative working. Children in social and emotional interventions show clear progress from individual baselines.
7. Pupil premium children have good attendance.	The average attendance of pupil premium children increases to 95%. The proportion of pupil premium children who are persistent absentees decreases.

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: £25,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality targeted group work within Reception using an additional TA to ensure high staffing levels and allow for more targeted support through: -Guided reading	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language	1

<p>-Focused talk activities -Within the provision</p>	<p>approaches used in the Early Years include, reading aloud to children, discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context and drawing attention to letters and sounds. On average children that are involved in communication and language approaches make approximately 6 months additional progress over the course of a year. (EEF-Early Years Toolkit-Communication and language approaches)</p>	
<p>Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1 by ensuring all staff have progressive resources, phonics training and receive regular coaching in effective phonics teaching</p>	<p>Phonics has a positive impact overall (+% months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Teaching Toolkit-Phonics)</p>	<p>1 2</p>
<p>Develop talk based home learning and parent workshops to upskill parents and boost pupil's communication and language development Devise and implement a whole school oracy approach so that spoken language and discussion skills are explicitly taught</p>	<p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. The average impact of oral language interventions is approximately an additional 6 months progress over the course of a year. (EEF Toolkit-Oral Language Interventions)</p>	<p>3</p>
<p>A range of hands on experiences are provided for children across the</p>	<p>Kolb defined experiential learning as, "The process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations</p>	<p>5</p>

curriculum to deepen their cultural capital and strengthen learning	of grasping and transforming the experience." Over the years, experiential learning has been proven to have a wide range of benefits that contribute to a child's development.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group work to close gaps in phonics and accelerate progress	Phonics has a positive impact overall (+% months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Teaching Toolkit-Phonics)	1 2
Targeted 1:1 reading sessions to accelerate progress	Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. (EEF Toolkit-Teaching Assistant Interventions)	2
Develop intervention specific roles where support staff are specifically upskilled in running structured interventions within a specific area, e.g. phonics, reading, maths, etc...	Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. (EEF Toolkit-Teaching Assistant Interventions)	4
Target children for 1:1 maths tuition to close gaps in learning, exacerbated by COVID-19	On average 1:1 tuition is very effective at improving pupil outcomes. 1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that 1:1 tuition can be effective providing approximately 5 additional months progress on average. (EEF Toolkit-1:1 Tuition)	4

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

Budgeted cost: £30,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote a range of after school clubs which offer equal access for disadvantaged pupils	A study by The Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities, including sports clubs, extra tuition and music lessons. "For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school based clubs appear to offer an affordable and inclusive means of supporting academic attainment." Dr Emily Tanner of NatCen social research, Newcastle University.	5
Offer 1:1 and small group social and emotional interventions to support children with developing independence, self-esteem, dealing with anxiety and managing emotions and behaviour	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding however, has very low security so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the toolkit, focus primarily on academic outcomes but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (EEF Toolkit-Social and Emotional Learning)	6
To offer fully funded breakfast places to support good attendance and punctuality	"Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches can work."	7

	(Extended service in practice-A summary of evaluation evidence for Head teachers, DfE-2011)	
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Total budgeted cost: £75,750

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, 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, other pupil evaluations have been undertaken during the 2020/ 2021 academic year, and we have taken these into account when evaluating our strategy.

Assessments completed in summer 2021 indicate that:

- In Reception, **60%** of PP children are in-line with expectations and reached a Good Level of Development
- In Year 1, **67%** of PP children are in-line/ above phonics expectations
- In Year 1: 57% of PP children are working at/ above age related expectations in reading, writing and maths
- In Year 2: **75%** of PP children are working at/above age related expectations in reading, 50% in writing and 63% in maths
- In Year 3: **78%** of PP children are working at/above age related expectations in reading, 22% in writing, 56% in maths
- In Year 4: 40% of PP children are working at/above age related expectations in reading, 40% in writing, **60%** in maths
- In Year 5: **75%** of PP children are working at/above age related expectations in reading, 38% writing, 25% maths
- In Year 6: 38% of PP children are working at/above age related expectations in reading, 25% in writing, 38% in maths

For PP children, writing has been the area most impacted by lockdown, with children lacking writing stamina as well as key skills such as spelling and handwriting.

Reading data in most cohorts is strong, however, reading fluency has been identified as an area of development for PP children.

Teaching strategies:

- EYFS staff have had training from the Speech and Language Team, which has upskilled the team on developing children's communication and language within the provision as well as offer targeted support for specific children.
- All staff have participated in phonics training and now the full teaching team have a secure understanding of the progression of skills which enables them to intervene where needed, more effectively.
- Daily guided reading sessions run with two adults so that children are listened to reading more regularly and there are higher levels of discussion to aid comprehension development.

Additional time was timetabled for basic skills on children's return to school following lockdown, and priority given to key areas of the curriculum which were missed during school closure.

Targeted Intervention:

Interventions were difficult to run due to social distancing guidance and children staying in 'bubbles'. 1:1 reading and in class support were prioritised. 6/7 classes had a teaching assistant allowing for additional targeted support and small group teaching within the classroom. All classes now have a set of ipads, meaning IDL cloud interventions (both maths and English) can run in class, within the weekly timetable.

Wider Strategies:

Priority was given to pupil wellbeing on children's return to school with daily sessions in class for children to talk, the introduction of reset baskets, weekly PSHCE lessons and active playtimes. 1:1 SEMH interventions were used to support targeted pupils.

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