



SHILBOTTLE PRIMARY



PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium and how 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	Shilbottle Primary
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	23.1% (National 23.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	15th November 2023
Date on which it will be reviewed	11 th March 2024
Statement authorised by	G Parnaby, Headteacher
Pupil premium lead	G Parnaby, Headteacher
Governor / Trustee lead	E Bryceland, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total income	£30,690
Total budget for this academic year (planned expenditure)	£34,500

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged children:

- to attend school at a level at least equal to the national average for all children.
- to have equal opportunities to access the curriculum, including opportunities to participate in educational visits.
- to be provided with any resources they need to succeed in their educational journey and engage as an active member of the school community.
- to be fully supported in school to ensure they are equipped with the skills and knowledge to become successful lifelong learners.
- to make progress which is at least equal to their non-disadvantaged peers in all areas of the curriculum.

Our strategy supports our aims by:

- ensuring children will be keen to learn and attend school in the knowledge that they are safe, cared for and that their efforts are recognised and rewarded.
- ensuring all children have equal opportunities to partake in all curricular activities both in school and beyond.
- ensuring children are supported through the provision of learning resources to support academic, physical and mental wellbeing.
- ensuring educational and emotional support is given to disadvantaged children to ensure they are on track with their peers.
- ensuring attainment and progress is monitored to ensure early support is given to children where appropriate.

Key principles:

- A child's social and economic background should not determine their future life chances and opportunities.
- All children should be fully active members of the school community in all areas of school life and learning.
- All children will develop self-confidence and develop a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are not appropriately equipped for learning. We have several disadvantaged children who are not appropriately prepared for learning. Whilst this has improved with support in previous years this remains a challenge in areas such as outdoor PE clothing and home learning equipment which will be the target area of support in the coming year. This can impact both their academic progression rates and their emotional wellbeing. The school have also worked to encourage a reuse scheme to enable families to access good quality uniform free of charge which have been donated by other families.
2	Pupil attendance for our disadvantaged pupils has been historically lower than that of non-disadvantaged. We aim to ensure our disadvantaged children's attendance is in line with non-disadvantaged. <i>Gaps between PP and NonPP are 1.22% (22/23), 3.08% (21/22), 1.23% (20/21 COVID), 1.81% (19/20 COVID), 2.54% (18/19).</i> A small number of families continue to have attendance issues and this needs addressing further in the future.
3	Quality first teaching – continue to improve communication and English skills for all, in particular the development English with a focus on writing skills. Participation in the NECCN programme to develop learning skills across the curriculum.
4	Supporting social and emotional wellbeing and academic progress. We continue to work closely with families who have expressed concerns with regards to their child's wellbeing. There has been an increase in the number of staff trained but this has also been matched by an increase in the need for support. Therefore, additional areas of support will need funding to ensure children can access the curriculum confidently.
5	Access to extra-curricular and educational visit activities. Historically, a small number of disadvantaged children may have not participated in extra-curricular activities. The school intends to further develop its extra-curricular programme and has liaised with families as part of this widening offer to ensure all children are included: financial impact on the family will not be a barrier to pupils' participation. This includes working with charities to ensure all children participate in activities. This work will continue in the future as the school has increased the times and ranges of the ASC facilities to encourage higher levels of participation.
6	Assessment and Intervention – Further review of current practice and engagement levels in all areas, to reflect the changing school structure on an annual basis due to the fluctuations in class numbers. We strive to ensure that gaps in learning are identified at an early stage and actions are taken to ensure children do not fall behind their peers. Ensure staffing levels are sufficient to provide timely interventions.

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	All children and their families will be fully supported to ensure that pupils are fully equipped with the resources they need to engage in their learning both at home and at school and are not identifiable as receiving additional support.	<ul style="list-style-type: none"> - All pupils are equipped to participate in all lessons, including PE (such as swimming) and are able to learn at home. - Pupil feedback shows that they are appropriately supported to engage in their learning and lack of access to resources or experiences is not a barrier to learning. - All PP children are provided with a school meal and access to breakfast when attending Morning Club
2	Attendance rates for disadvantaged children are in line with their peers within the school and nationally. This has improved over historically but continues to be a target area for a small number of families.	<ul style="list-style-type: none"> - Attendance level data indicates disadvantaged children attend school at a percentage at least equal to non-disadvantaged children nationally and appropriate steps in line with the updated Attendance Policy have been taken to target children who are identified as Persistent Absentees. - Reduced need for EWO interventions.
3	<p>Develop quality first teaching through targeted CPD and teacher support.</p> <p>Provide opportunities for children to develop spoken communication through participation in the Voice 21 Oracy programme</p> <p>Review of writing the writing sequence across school to increase the number of those achieving at greater depth.</p> <p>Participation in the NECCN programme to develop more focussed learning skills amongst the children.</p> <p>Support families to engage in high quality home learning opportunities.</p>	<ul style="list-style-type: none"> - Successful participation in the Voice 21, writing review and NECCN programmes. This includes research, staff training and relevant resources. - Pupil voice and questionnaires to assess views of reading. - Provision of parent workshops to develop skills to support home learning with a focus on how to support your child's reading, particularly at an early stage.
4	<p>Staff CPD and programme to support pupils identified as presenting with social and emotional difficulties.</p> <p>Increase in pupil's wellbeing following participation in support programmes such as training a Mental Health Leader</p>	<ul style="list-style-type: none"> - Increased number of staff trained. - Positive pupil/parent feedback from children who have taken part in targeted support programmes - Positive pupil voice with regard to these new programmes of study.

	Update and implement PSHE programmes which target wellbeing, including the further development and strengthening of the Jigsaw PSHE programme of study (<i>Research: Sheffield Institute of Education: Wolsenholme C, et al</i>).	- Continued low incidents of negative behaviour reports.
5	All children will have access to additional activities including clubs and educational visits.	- Increased participation rates in extra-curricular activities. - Increased participation rates in educational visits which impact academic progress such as writing skills through real life experiences.
6	Diagnostic Assessments. Internal assessment data show our disadvantaged children are behind their peers. Use of, and development of a variety of intervention programmes which EEF research has proven to maximise impact through and individually adaptive pathway.	- Review of assessment and support systems, both in school and home learning. Pupil and Parent Questionnaires. - Update systems to support both in school and home learning and evaluate impact and engagement. - Increased impact of relevant intervention programmes.

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths	Further development of the mathematics improvements in previous years through the support and leadership work with the Great North Maths. This will involve the implementation and review of the use of White Rose teaching and learning resources to support	3 £1,000
<i>Voice 21 Oracy training update</i>	Voice 21 has a proven impact on children's ability to develop their English skills in all key areas of the curriculum (Speaking, Listening, Reading and Writing). <i>(Research: United Kingdom Literacy Association)</i>	3 £1,000
<i>RWInc Training for staff at pre-school level in order to support feeder nurseries and children on entry at Reception</i>	Historically the school's results for the Phonics Screening Test results have proven our approach to teaching and learning of phonics using RWInc <i>(Research:EEF)</i> to be suitable for our learners. Due to the changes in staffing in recent years new members of the EYFS/KS1 support team will be fully trained in the use of RWI. In addition to this KS2 teachers will be fully trained to ensure they can support learners in the later years. (Nine staff fully trained in September 2022) RWInc used effectively in school and identified as a strength in the recent ofsted report therefore next steps are to support feeder nurseries to ensure enter school at expected levels.	3 £1,000
<i>Mental Health Leader</i>	Participation in Mental Health Training such as Thrive which has a proven track record of positively impacting on children's wellbeing.	4 £500
<i>Phonics Development</i>	Staffing small group work has proven to be highly effective and groups are formed according to current level of attainment or specific need.	3,6,2 £1,250
<i>Mathematics Interventions</i>	EEF research shows the math intervention programme 'First Class in Number' as developed by Edgehill	3,6,2 £3,750

	University accelerates progress and ensures children are able to access age appropriate learning materials.	
<i>Year 6 SATs Preparation</i>	Ensure all disadvantaged children are able to demonstrate their abilities in the end of KS2 tests through targeted support sessions	3,6,2 £2,500

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention Programmes Staffing</i>	The EEF has identified strategies which have the most impact on pupil's learning such as metacognition and mastery which delivered on a one to one basis with children receiving quality feedback will accelerate learning and enhance literacy and numeracy skills. <i>Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	3,6,2 £11,500
<i>Small group after school tuition</i>	EEF toolkit shows that on average an additional 4 months progress can be evidenced for those attending small group tuition groups. It is our intention that, with parental consent, these will be conducted after school.	3,6,2 £3,000
<i>NELI (Nuffield Early Learning Intervention)</i>	The programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. EEF trial showed that NELI can give +2	3 £1,000

	months progress for Communication and Language skill. This was implemented in 21/22 and will continue in 22/23.	
<i>Third Space Learning</i>	Third Space Learning has had a positive impact on the mathematical attainment of previous cohorts as well as supported a number of children to feel more confident in their mathematical ability. Ongoing assessment information and evaluations indicate that a number of pupil premium children continue to work below age related expectations (but with year group expectations) and that targeted, personalised provision in addition to their daily maths lesson is needed.	3,6,2 £2,000

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supported extra-curricular activities/ Supported Educational Visits</i>	Disadvantaged children will have access to externally-coached after school activities free of charge and educational visits will be funded to ensure they have equal opportunities to develop their cultural capital to that of their non-disadvantaged peers.	5 £2,500
<i>Prepared for school</i>	Disadvantaged pupils and their families will be supported financially to ensure children are prepared for learning in terms of equipment to include, uniform, PE kit, learning resources for home (eg books and mathematics equipment)	1 £2,500
<i>Attendance</i>	Our fortnightly meetings with the Authority's Educational Welfare Officer are aimed at ensuring children with below expected levels of attendance are identified at an early stage and appropriate intervention/support is put into place at the earliest opportunity	2
<i>Contingency Fund</i>	We have set aside a contingency fund to deal with issues that cannot be foreseen in order to assist us with supporting families in a timely manner.	£1,000

Educational Resources purchased to support the plan

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Jigsaw</i>	Jigsaw PSHE programme of study (<i>Research: Sheffield Institute of Education: Wolsenholme C, et al</i>). Strengthening of the Jigsaw scheme on the children's personal, social, health and economic wellbeing	4 £1,500
<i>Home Reading Library</i>	Additional home reading books beyond the school's reading scheme will be provided to families to promote a love of reading amount pupils and their families.	1 £500

Total budgeted cost: £34,500

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 2022/2023 academic year.

<p>School data demonstrated that pupil premium/recovery funding supported the teaching and learning which enabled children to achieve the following outcomes:</p> <p>Year 1 Phonics – 100% of children achieved the expected level</p> <p>In Key Stage 1 67% (2 out of 3) Achieved Expected Level in Reading, Writing and Maths. Therefore the combined was also 67%. This includes 33% who achieved greater depth in Reading and Maths</p> <p>In Key Stage 2 (5 children)</p> <p>In Reading 60% achieved expected level + which includes 20% Greater Depth</p> <p>In Writing 60% achieved expected level</p> <p>In Maths 60% Achieved expected level</p> <p>In Grammar, Punctuation and Spelling 60% achieved expected level + which includes 40% at Greater Depth</p> <p>Combined was 60% for the PP group (59% for the whole school)</p>

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
NELI	Nuffield Foundation
Read Write Inc	Read Write Inc
White Rose Mathematics	White Rose
Voice 21 – Oracy	North of Tyne