

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 | Shincliffe CE Primary School |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils | 5.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 6.10.21 |
| Date on which it will be reviewed | Dec 21 |
| Statement authorised by | P Rumbles |
| Pupil premium lead | H Armstrong |
| Governor / Trustee lead | P Kashouris |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £17980 |
| Recovery premium funding allocation this academic year | £145 for each eligible pupil in mainstream education. Included is a minimum payment that we refer to as a 'floor' to ensure that: An eligible primary school will not receive less than £2,000 |
| 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 | £19980 |

Part A: Pupil premium strategy plan

Statement of intent

- At Shincliffe CE Primary School, our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations. We will focus on high quality teaching and effective deployment of staff to support disadvantaged children. Our decisions are based on detailed analysis of the data and responding to current educational evidence.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Poor basics skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic. |
| 2 | Communication difficulties (speech and language, writing) |
| 3 | Providing stretch and challenge for PP pupils who are more able. |
| 4 | Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills. In KS2 some pupils have poor comprehension skills. |
| 5 | Attendance – a small number of PP children have poor attendance This has an impact on overall attendance figures for PP pupils and on their learning. |
| 6 | Social and emotional issues of some PP children impact on their learning and wellbeing. This can affect their ability to concentrate on academic activities, especially when working with others. |

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 |
|------------------|------------------|
|------------------|------------------|

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|---|---|
| 1. Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. | Gaps are closing in knowledge and understanding and improvements are seen in year group tracking sheets. |
| 2. Improved communication in speech and language which impacts upon phonics skills and writing skills. | Gaps are closing in Speech, language and writing which is evidenced through year group data and NELI evaluations. |
| 3. Improved progress/attainment for High achieving PP pupils. | Target 25% of PP pupils to attain Greater Depth. |
| 4. Gap in reading scores between PP pupils and other children diminishes and increased opportunities in school to support the love of reading. | Improved reading comprehension levels for PP children. |
| 5. Increased attendance for persistent absentees through working with parents. | Parents understand the impact of taking holiday in term time. Implementation of updated attendance policy with parents results in increased attendance rates for PP children. |
| 6. Staff able to identify and diminish impact of social and emotional barriers and reduce anxiety issues. | Reduction in impulsive emotional behaviour and improved concentration in lessons which is evidenced through lesson observations and behaviour monitoring records. |

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: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Increased use of maths intervention groups with a particular focus on improving arithmetic skills. Staff to receive training from Maths lead and/or Maths Hub to develop early numeracy approaches. | EEF Research indicates that early numeracy approaches have a positive impact on learning and the approaches produce larger effects when they are designed to develop s particular mathematical skill. EEF toolkit: Early Numeracy Approaches - additional 6 months progress | 1 |
| Implement Nuffield Early Language Intervention with EYFS children across the year using teaching assistant to deliver the programme. | EEF Research on the use of communication and language approaches with children, especially disadvantaged, suggest that they make additional progress over the course of the year. EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress | 2 |

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

Budgeted cost: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teacher to deliver targeted intervention group to focus on | Quality First Teaching from EEF research evidence indicates that this | 3 |

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|---|--|---------|
| stretch and challenge of PP children. | is the most important tool schools have to improve outcomes for pupils EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress | |
| Daily small groups set up for children to access LEXIA and Reading Eggs | Research into LEXIA and Reading Eggs as an effective resource to support the development of reading and spelling. Evidence shows that gaps in reading scores diminish through the use of a digital phonics and reading program – Lexia and Reading Eggs. This should also improve reading comprehension levels. Children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills | 4 |
| A supply teacher familiar to our school will be tasked to provide tuition for 2 afternoons per week. (School Led Tutoring Grant to pay 75% of costs) | Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress | 1 and 4 |

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

Budgeted cost: £ 6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------|--|-------------------------------|
| School Office admin team and SLT to | A range of research shows that there is a strong link between attendance | 5 |

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|--|--|----------|
| <p>monitor attendance and work with parents and Local Authority parental support group to improve attendance</p> | <p>and achievement/Attainment and improved attendance through working with parents is a way to support this.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> | |
| <p>TA in both Keys Stages trained in THRIVE and works with staff to identify pupils who will benefit from the program by carrying out THRIVE assessments. They then work with pupils to diminish impact of emotional barriers so that attainment of children with emotional problems improves.</p> | <p>Intervention programme(THRIVE) based on research showing positive impacts. They include:</p> <ul style="list-style-type: none"> • Reduction in impulsive emotional behaviour • Improved concentration in lessons resulting in accelerated progress. • Decrease in parent concerns regarding individual children. <p>Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018)</p> | <p>6</p> |

Total budgeted cost: £20000

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 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact were high during the spring lockdown with weekly welfare checks and feedback given to work done. All pupils were reassessed and appropriate support was put in place through targeted intervention/mental well-being and emotional support. The targeted interventions were put in place following an assessment of pupil needs when returning from remote learning.

Targeted Intervention

Post remote learning Interventions have ensured that pupils are closing the gaps with their peers. Summer term data shows that attendance for PP pupils is good and in line with other pupils.

Wider Strategies

Mental well-being sessions have taken place and teachers report they were of benefit to the children (See Pupil interviews). Pupils' behaviour and emotional well-being is regularly monitored by staff and SLT (See behaviour records) and areas of concern/issues arising are promptly dealt with.

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 | |

Further information

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