

Pupil premium strategy statement for Shalford Primary School

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	Shalford Primary School
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	13 th December 2021
Date on which it will be reviewed	1 st July 2022
Statement authorised by	Karen Harrison
Pupil premium lead	J Penney
Governor / Trustee lead	Leslie Burch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14795
Recovery premium funding allocation this academic year	£2000
Tutoring Funding (School-led) for this academic year	£1336.50
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	£18131.50 N/A

Part A: Pupil premium strategy plan

Statement of intent

School Context

Our small, rural school has a nurturing, family feel. Pupils and their families are well known by all staff and due to teaching mixed year groups within one class, pupils often stay with their teacher for more than one academic year, giving pupils and staff the opportunity to build strong relationships.

Although set in a very small village (population 747 in 2011 census), we draw children from a range of local villages and from the nearby towns of Braintree and Halstead. We therefore provide education for children from a variety of backgrounds, ranging from very affluent to living in poverty and everything in between. We have experienced a falling number of pupils on roll in the past five years and at times this can fluctuate dramatically in one year as pupils in local village schools can 'hop' from one to another due to the fact that they all have spaces. We have had previous years where attainment at the end of KS2 has been above national average and multiple years where it has been below. As cohorts are so small, it is difficult to compare year-on-year as data sets are often too small to be viable.

Key principles of our strategy plan

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. A key aspect of high quality teaching is the need to provide children with explicit objectives for every lesson and the effective sequencing of these objectives, set within engaging, stimulating and inclusive lessons.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Aims and Objectives

We aim to:

- ensure that ALL pupils, including disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified, with a particular focus on early reading.
- develop a whole school culture, whereby all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We intend for our disadvantaged pupils:

To be 'learning ready' in order to fully engage in every aspect of the curriculum (having good punctuality and attendance and the right attitude to learning)

To enjoy reading and become fluent readers by the end of KS1, which will aid learning in other areas of the curriculum. If already in KS2, to be provided with appropriate interventions to catch up and keep up with peers.

To achieve national average levels of achievement in the end of KS2 statutory assessments.

To be helped to access learning through the high aspirations of those around them (staff and peers) and to learn that their circumstances define them or their goals.

To feel positive about themselves and what they can achieve and develop the resilience to deal with any issues that they may face in school or at home.

To understand themselves, how they learn and develop a willingness to improve their strategies for learning.

To develop a rich vocabulary, in line with their peers, which lends itself to being both practical and creative.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have experienced adverse child experiences (ACEs). Another particular challenge for many disadvantaged families is that children may not be brought up in a language-rich environment and therefore do not enter school on a level playing field with their peers. We aim to close these identified gaps, giving all children a chance to feel and to be successful, both personally and academically.

Challenges

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

Challenge number	Detail of challenge
1	In the current cohorts and historically, disadvantaged pupils' attendance is poor in comparison with their peers. 8 out the 15 pupils (53.3%) eligible for PPG have or have previously had poor attendance.
2	9 out of 15 (60%) of pupils at Shalford who are eligible for PPG are not currently on track to meet end of Key Stage standards. Historically, children

	who are eligible for PPG make slower progress and therefore do not always catch up with their peers before the end of KS2. There are gaps in learning due to challenges around school closures during COVID lockdowns and many of the children eligible for PPG have suffered more than their peers with regard to missed learning. Reading and/or writing are particular issues for many of the 15 children.
3	Metacognition: Many of the children do not view themselves as successful learners and find it difficult to have conversations about how to improve their learning or the strategies they may use.
4	The vast majority of children eligible for PPG at Shalford experience difficulties with their social, emotional and mental health needs and are known to find it difficult to be positive about themselves due to low self-esteem and personal perception. As a school, we are at the early stage of engaging with professional development to target specific social, emotional and mental health needs.
5	Language development and comprehension: many disadvantaged children are starting reception not having experienced an environment rich in language. This then impacts on their language development and acquisition, which in turn hinders their ability to write at the level that is expected for their age and access age-appropriate texts. This language gap, also means that children find it more difficult to access class discussions and curriculum vocabulary.

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
Improved attendance to at least national average for all pupils, reducing persistent absentees and decrease number of late attendees for disadvantage pupils	<p>Reduce persistent absentees to 50% by 2024/2025.</p> <p>Reduce persistent pupil lateness to 0% by 2024/2025.</p> <p>Improved attendance for all pupils to ensure classes are at 96% or above for each academic year by 2024/2025.</p>
Improved reading, writing and maths outcomes at the end of KS2 for disadvantaged pupils.	<p>End of KS2 outcomes in 2024/2025 shows that disadvantaged pupils achieve in line with their peers.</p> <p>All children are at least in line with national figures reading, writing and maths in 2024/2025.</p> <p>Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures over the next 3 years.</p>
Improved understanding and application of metacognitive strategies and a growth mindset.	Children are resilient and willing to take risks in learning. They are independent

	<p>and are able to access resources and apply different strategies as appropriate. Children are able to work collaboratively and engage in meaningful discussions about their learning.</p> <p>Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations.</p>
Children will have the intended tools and strategies to self-regulate and take a full and active part in all parts of school life.	<p>Staff will recognise and use a range of tools and strategies to support children's wellbeing.</p> <p>Children are able to access all aspects of the curriculum.</p> <p>Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations.</p>
Children will be able to access the curriculum and apply this in their reading and writing so that they meet age related expectations.	<p>Children make accelerated progress in reading and writing.</p> <p>Enhanced vocabulary is evident in their writing.</p> <p>Children are using and applying subject specific vocabulary in classroom discussions.</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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching will be enhanced through a comprehensive CPD programme planned for teachers and support staff, to include the following:</p> <ul style="list-style-type: none"> -Rosenshine's Principles of Instruction -Metacognition -The planning of reading lessons 	<p>All CPD will be research and evidence based. Further training around planning will incorporate the research-based strategies described in Rosenshine's Principles of Instruction. Rosenshine's Principles of Instruction promotes an approach of modelling, peer to peer support and individual learning.</p> <p>Subject specific training, and curriculum design, based on Ofsted's research.</p> <p>Revisiting evidence based principles from 'Make it Stick,' Developing Reading and Metacognition and Self-regulation.</p> <p>Recommended strategies and evidence from Marc Rowland's book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge.</p> <p>Recommended strategies for cognitive science and application in the classroom to be applied as suggested by Education Endowment Foundation.</p> <p>Evidence as part of reading comprehension strategies discussed by the EEF provides children with 6 months + progress.</p>	2, 3 and 5
Staff CPD to develop the subject knowledge of teachers and support non-specialists with sequencing of	<p>All CPD will be research and evidence based. Further training around planning will incorporate the research-based strategies described in Rosenshine's Principles of Instruction. Rosenshine's Principles of</p>	2 and 5

lessons and clear learning intentions.	<p>Instruction promotes an approach of modelling, peer to peer support and individual learning.</p> <p>Subject specific training, and curriculum design, based on Ofsted's research.</p>	
Accelerating pupil progress by applying the principles of metacognition	<p>EEF research identified improving metacognition is particularly important for low-attaining pupils and that metacognition facilitates independent learning (Metacognition and Self-regulation).</p> <p>Recommended strategies and evidence from Marc Rowland's book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i>. John Catt Publications. Woodbridge.</p>	3
<p>CPD for support staff to support early reading and the Little Wandle Phonics Programme (Department for Education validated phonics programme)</p> <p>Release and overtime costs to cover teachers and LSAs to complete 6x modules of Little Wandle Training.</p> <p>Little Wandle/Collins Big Cat Resources / books to come from Trust budget</p>	<p>Recommendations from the EEF identifies that phonics teaching provides children with 5 months + progress</p> <p>Little Wandle (https://www.littlewandlelettersandsounds.org.uk/). has been validated by the DfE and supports the approach for Early reading</p>	2 and 5

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring from qualified teacher	<p>Small group delivery based on a need approach to support the use of vocabulary in the classroom for specific children.</p> <p>Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF.</p>	2
Small group interventions delivered by HLTA	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF.</p>	2
Speech and language interventions from a SLT	<p>Internal data suggests that pupils' needs are being identified leading to accurate identification and specific intervention for support.</p> <p>Small group delivery based on a need approach to support the use of vocabulary in the classroom for specific children.</p> <p>Interventions that have an evidence based delivered by the teaching assistants have shown a moderate impact for moderate cost by the EEF.</p> <p>1:1 tuition provides intense support to individual pupils with an impact on 6 months + progress.</p>	2 and 5

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer	<p>This approach ensures there is a thorough approach to monitoring the attendance of pupils.</p> <p>Using an attendance officer that does not work for the school ensures that parental relationships can continue and remain positive.</p> <p>The EEF is currently researching attendance evidence. We know that absence and persistent absence has a large impact on learning outcomes and that even small improvements can lead to meaningful impact.</p> <p>Recommendations from the Department for Education suggest following the local authority process which an Attendance Office can deliver in the 'Improving School Attendance' document.</p>	1
Breakfast club intervention to improve punctuality and attendance	<p>Evidence in school highlights an improvement in pupil punctuality.</p> <p>Reduction in behaviour incidents and improved social, emotional and mental health for disadvantaged children due to the nature of the intervention which provides children with breakfast and opportunities to develop their social and emotional skills.</p> <p>The Department for Education document 'Improving School Attendance' recommends using pastoral staff who are trained in</p>	1

	supporting families to overcome barriers.	
Trauma Perceptive Practice Approach, training for whole school	Recommended strategies and evidence about building relationships and staff knowledge of childhood stress and adverse childhood experiences from Marc Rowland's book. Rowland, M. (2021) <i>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way</i> . John Catt Publications. Woodbridge.	4
Provision for children with social, emotional and mental health difficulties who are struggling to engage in academic learning and are not able to regulate and require support managing their wellbeing through pastoral support	<p>This approach supports children to develop self-regulation strategies to manage periods of stress and anxiety and reduced challenging behaviour. The EEF Behaviour Interventions identify an improvement of 4months + for children who have targeted support for behaviour.</p> <p>School behaviour analysis and reduction in exclusion data.</p> <p>Adult modelling is also a form of mentoring and the EEF identifies this as improving pupil outcomes by 2 months.</p>	4

Total budgeted cost: £ 18131.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim 2020-21	Outcome 2020-21
Higher rates of progress across both KS1 and KS2 for all pupils eligible for pupil Premium.	No data available for 2 consecutive years.
Emotional wellbeing of eligible pupils is supported.	Children are developing more resilience and understanding of what 'wellbeing means' but due to COVID is more complex and will continue to be a focus in 2021-22 through work around metacognition and self-regulated learning.
Children who are eligible for pupil premium attend school regularly.	Attendance after the return (after Spring 2021 lockdown) was good and improving until many families wanted to take term time holidays. 4 children eligible for PP had poor attendance in Summer term of 2021. Attendance will continue to be focus in 2021-22.
Aims 2021-24	Review of 2021-22 Review of 2022-23
Improved attendance to at least national average for all pupils, reducing persistent absentees and decrease number of late attendees for disadvantage pupils	<p>Overall school attendance currently sits at 95.1% and Pupil Premium Group at 92.1%</p> <p>Persistent Absence is at 11.4 % across the school.</p> <p>Most absences were in YR and Y2.</p> <p>Overall school attendance currently sits at 95% and Pupil Premium Group at 92.5%, so although attendance has slight dipped overall, PP attendance is slightly better than last year.</p> <p>Persistent Absence is at 20% across the school in July 2023</p> <p>Most absences were in Y1.</p>

	<p>For 2021-22: There are 25 pupils in the PP group, 6 of whom (24%) have attendance below 90%. Many of the pupils who fall into the categories of both PP and PA have now moved on to secondary. The pupils who remain to be a concern will be monitored by the attendance officer closely.</p> <p>These figures are from July 2022.</p> <p>We are not far off our target to get back to 96% attendance by 2024.</p> <p>2022-23: 26% of pupils this year are eligible for pupil premium grant (16 pupils). Numbers overall have fluctuated which is usual for our school. We do not see a direct correlation between PP and poor attendance this year, infact only 4 of the pupils eligible for PP out the 16 have attendacen below 90%.</p> <p>This year we are no closer to reaching our goal of 96%, which is disappointing. However since January we have employed a a new attendance officer, so we hope to see an upward trend in attendance on 2023-24.</p>
Improved reading, writing and maths outcomes at the end of KS2 for disadvantaged pupils.	<p>KS2 SATs results July 2022 were impressive (83.3% combined). We now need to ensure quality teaching, curriculum and support for disadvantaged pupils and their families (including a culture of wellbeing being and mental health support for all) so that pupils in all groups can achieve their potential. Robust systems for moderation and quality assurance of all aspects of school life will be required to ensure disadvantaged pupils achieve good results - this will include support, targeted interventions and tuition.</p>

	<p>2022-23: With pupil numbers being so low in Y6 (5 pupils) I will not mention the % of pupils eligible for PP. However 80% of pupils passed all their SATs exams this year at the expected level or higher and we are very pleased with the result. Some children had a lot of support in Y5 and Y6 in order to reach this standard.</p>
<p>Improved understanding and application of metacognitive strategies and a growth mindset.</p>	<p>In Autumn 2021 Staff had 2 sessions of high quality CPD on metacognition, provided by one of our partner schools in the Compass Trust. This learning/approach was then implemented across all year groups along with a series of explicit lessons on metacognition/growth mindset for all pupils. This is something we have to continue each year as new pupils join the school but is if felt by all staff that it has had a positive impact on the way pupils view themselves as learners - we can see increased levels of resilience and independence.</p> <p>2022-23: Evidence of metacognitive approaches and a growth mindset is evident in all classes now. We feel it is embedded as part of our school culture but aware that with some new staff members will need to revisit each year to refresh training and approaches. We are also delivering some resilience training to staff in 2023-24, to ensure that we have the healthiest, supported staff team possible. We hope that resilience amongst the staff, will lead to even better role models for pupils.</p>
<p>Children will have the intended tools and strategies to self-regulate and take a full and active part in all parts of school life.</p>	<p>We have achieved success on some levels with this target through Zones of Regulation groups (some staff now trained to coach and support) but the main changes have been a culture shift towards</p>

	<p>recognising signs of dysregulation early and supporting children quickly and effectively. Work on Zones to continue with more staff CDP planned for 2022-23.</p> <p>2022-23 This year we have worked more on developing the strategies for recognising it and helping children to be proactive in dealing with any dysregulation and difficulties quickly. 2 children have been referred to kids inspire for counselling services and others have been part of the zones groups again (run by our HLTA who is also our staff mental health first aider). We can really see a difference in those children and how they deal with issues and feelings both in the classroom and at break times. No children were excluded this year and all children attended the Y6 residential.</p>
Children will be able to access the curriculum and apply this in their reading and writing so that they meet age related expectations.	<p>Writing is still an area of focus for 2022-23 as results in some year groups show that there is a lot of catch up to do. We need to ensure that ambitious vocabulary is evident in their writing in ALL year groups through pre-teaching tricky vocabulary and 'word of the day'. 1:1/small group tuition plus the new Little Wandle Phonics strategy will also help us to achieve this target by 2024.</p> <p>2023-24: Word of the day is evident and has impact in 75% of year groups. In those where it is not, we will need extra guidance for staff next year about how best to fit it in and deliver it. A marked improvement seen in the writing data for the cohort that was very poor (who were Y2 in 2021-22) due to the focused intervention groups for writing. Reading and writing will remain a focus for 2023-24, with more CPD planned.</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
Letters and Sounds Revised	Little Wandle/Collins Big Cat