

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Shipley CE Primary
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jen Harvey Headteacher
Pupil premium lead	Jen Harvey Headteacher
Governor / Trustee lead	Penny Middleton Burn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11080.00
Recovery premium funding allocation this academic year Includes National Tutoring Programme allocation	£ 3134.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1258.00
<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	£15472.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest possible level of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal through a three tiered strategy:

- high-quality teaching
- targeted academic support
- wider strategies

We will consider the challenges faced by all vulnerable pupils, such as those who have family difficulties or have joined the school later on in their primary years. Our biggest disadvantaged groups is GRTSB pupils. We intend to support the needs, regardless of whether they are disadvantaged or not. However, any level of vulnerability is given proper consideration.

High-quality teaching is at the heart of the 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.

Our strategy is closely aligned to wider school plans for education recovery, including support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to challenges and individual needs, supported by diagnostic assessment. To ensure they are effective we aim to:

- Promote a culture of high expectations for all
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Inclusion and effective provision is a performance management target for all teaching staff and is an integral part of the staff CPD programme.

Equality of opportunity is at the heart of the strategy. There is a drive to ensure access to all school activities. This includes breakfast clubs, after school activities, visits and residential visits, in school pupil voice roles and participation in sports and arts events. It also includes support for home learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. They are grouped in order of the level of disadvantage and under attainment, as outlined in our Pyramid of Need.

Challenge number	Detail of challenge
1	<p>There are 11 GRTSB pupils, ranging from R – Y6. Baseline information shows gaps in spoken language, vocabulary, syntax and grammar. This shows in early language, acquisition of phonics and reading and transitions into difficulties in writing, particularly sentence structure and grammar as they enter KS2.</p> <p>Attendance in this groups is a challenge, well below average overall and ranging from 360 to 98%.</p>
2	<p>There are 7 FSM pupils, ranging from R – Y6.</p> <p>5 pupils (83%) have joined us from other settings</p> <p>2 pupils (33%) have joined in KS2</p> <p>3 pupils (50%) joined us during lockdown</p> <p>1 pupil (16%) is EAL</p> <p>1 pupil (16%) is of GRTSB heritage</p> <p>None of these pupils are on the SEND register</p> <p>The range of needs is wide and varied. It is not always appropriate to group pupils and have economies of scale. The focus is on provision for individuals and includes, where appropriate, other pupils with similar needs who are not in receipt of the pupil premium grant.</p> <p>Attendance in this group is generally good with one individual under 5, showing lower attendance, addressed with the family.</p>
3	<p>There are 8 pupils on the SEND register (no EHCPs but 3 planned) and another 16 pupils who are identified as having additional needs and provision, ranging from R-Y6. Communication and Interaction, Cognition and Learning and Social, Emotional and Mental Health Difficulties are the primary areas of need.</p> <p>Assessments show weaknesses in some pupils in phonics, reading, spelling and writing. Progress in maths is stronger in most cases. Support for Communication and interaction and Social, Emotional and Mental Health needs is a school priority. Attendance in this group of pupils is generally average although one child, under 5, has a part time timetable.</p>
4	<p>There are a number of families who have been identified as needing support. The school has needed to respond to issues of mental health and well-being with pastoral care and referrals to other agencies.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted negatively by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially where pupils need to be secondary ready.</p>
5	<p>There are a number of children with multiple vulnerabilities in the school.</p> <p>The mobility rate is 19% and the majority of pupils joining the school since Reception are in KS2.</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
Improve language outcomes for GRTSB pupils	Assessments and observations indicate a faster rate of progress in RWI phonics and early reading from Reception. Parents are engaged and able to offer some phonics and reading support to pupils at home, wherever possible.
Improved attendance for GRT pupils	Good attendance is sustained and the attendance of some pupils is improved to meet national averages.
Improved skills in vocabulary, grammar and writing for FSM pupils	Teacher assessments and moderation shows progress in written language, particularly in KS2 pupils.
To improve attainment in phonics, reading, spelling and writing by identifying weaker areas for all pupils but particularly for pupils with SEND and additional needs	Quality first teaching identifies where there are skills gaps, eg grammar, spelling. Provision, including intervention programmes, is well planned to address gaps and assessments show progress.
To improve attainment in maths by identifying and plugging gaps for all pupils but particularly for pupils with levels of disadvantage	Quality first teaching identifies where there are gaps in pupils' knowledge, eg division, fractions. Provision, included structured interventions, is well planned to address gaps and both in-house and external assessments show progress.
To achieve and sustain good support for well pupils with multiple vulnerabilities	Observations show a high level of engagement in school Pupil well-being survey shows a positive outcome. Families have the support they need from outside professionals
Support for pupil transition to secondary	All pupils, bur particularly those with levels of vulnerability, are supported to be secondary ready. GRTSB pupils are well supported with this and have a clear understanding of the secondary system.

## 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: £6500

Activity	Evidence that supports this approach	Number addressed
Support for GRT pupils. Aspirations project and family meets in place	School research project completed in 2022 after further work with EMTAS <a href="https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf">https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf</a> <a href="http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf">http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf</a>	1
Support for SEND pupils and those with additional needs in vocabulary and early reading. Staff CPD in early reading, dyslexia and dyscalculia	There is a strong evidence base that suggests oral language interventions, including vocabulary and talk programmes such as Word Aware, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Further resources to support Read, Write Inc phonics approach to reading and writing across the school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	All pupils
CPD AfL: Effective Feedback (includes trainee teachers and support staff)	Feedback to pupils in terms of identifying gaps and making improvements. Developing positive and pro-active learning behaviours is crucial and will support our vision of pupils as life long learners <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	All pupils
Encouragement for pupils and families to have high aspirations.	Focused and targeted art therapy and well-being groups. Supporting pupils who are vulnerable due to their circumstances will promote equality of opportunity and will support our vision of preparing pupils for their next phase of education <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	All pupils

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

Budgeted cost: £ 4972

Activity	Evidence that supports this approach	number(s) addressed
Aspirations group - partnership working with EMTAS	<a href="https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf">https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf</a> <a href="http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf">http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf</a>	1
Catch up and Booster programme	Small group learning can be effective in meeting pupils' needs. Peer feedback and support in a small group can be both challenging and supportive. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1/2/3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	number(s) addressed
Support for GRT pupils and families	<a href="https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf">https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf</a> <a href="http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf">http://eprints.lse.ac.uk/103529/1/CASEpaper208.pdf</a>	1
Well-being support for pupils	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	1/2/3/4
Wider opportunities	Equality of opportunity in terms of access to clubs, trips, residential experiences, arts and sporting opportunities resources and materials to support academic learning <a href="http://schools.local-offer.org/wp-content/uploads/2021/08/WSX-Inclusion-Framework-Sept-2021.pdf">http://schools.local-offer.org/wp-content/uploads/2021/08/WSX-Inclusion-Framework-Sept-2021.pdf</a>	1/2/3/4

**Total budgeted cost: £15472**

## 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 2021 to 2022 academic year.

*2022 has been the first year where all the statutory assessments took place. Outcomes for pupil premium children in Y2 were positive after additional support was provided in the Y2 cohort. Tutoring has a beneficial effect in Y5 and 6 with one pupil achieving ARE in Reading and moving much closer in Writing, Maths and SPAG. Both of the Y6 pupils joined the school in Y5 and received intensive input after the COVID period.*

*Support for mental health and well-being and developing pupil resilience, in place for small groups of pupils, benefitted pupil premium children and other pupil groups.*

*Attendance was slightly below average at 94%*

*Improving staffing ratios and employing a support teacher has benefitted not just the pupil premium children but others in the cohort too.*

## Further information (optional)

There are only a small number of pupils in school who are eligible for the pupil premium grant and they are spread over the cohorts. This means that we cannot always group pupils and have economies of scale. Instead, we have focussed on provision for individuals and included, where appropriate, other pupils with similar needs who are not in receipt of the pupil premium grant.