

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	Shute Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	7.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2020 to July 2023
Date this statement was published	1 st September 2020
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Mike Wright
Governor lead	Martin Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,375.00
Recovery premium funding allocation this academic year	£2,666.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£16,041.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Interventions target gaps and the children's needs effectively
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6.	Challenges in the home environment compared to the school environment with regards of boundary setting.

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
To enable all children eligible for PP to achieve at least expected standards and to make at least expect progress. Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national. % PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.
To improve the behaviour and social/emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning

	time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to meet targets se through giving additional enrichment opportunities and immersing them in a culture of high expectation.	Children have opportunities to attend extra-curricular clubs, e.g. music, sports art and drama, and to provide them with a rich curriculum. Ethos of high expectations in all classes for all children .

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: £5,344.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first <p>Feedback given first</p>	1 and 2

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

Budgeted cost: £6,270.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target gaps in understanding</p> <p>Quality First Teaching</p> <p>Specific vocabulary teaching of tier two words</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact) 	2 and 3
<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Social and emotional learning (moderate impact) • • Outdoor learning (moderate impact) 	3 and 5

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

Budgeted cost: £4,830.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of attendance incentives, rewards and deterrents.</p> <p>Half Termly parent forums to promote</p>	<p>DFE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance.</p>	4, 5 and 6

<p>positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Continued implementation of PHSE and BOXALL activities across all year groups Use of SEAL in all classes</p> <p>School Values</p> <p>Subsidise residentials, sport and after school clubs.</p> <p>Forest Schools</p> <p>Offer of breakfast club to improve punctuality where required.</p>	<p>Social and emotional learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>Outdoor and adventurous learning (moderate impact)</p> <p>Supporting parents when completing referral forms ensures pupils receive support where needed.</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>EH4MH approach raises pupils self-esteem and well-being. (moderate impact)</p>	

Total budgeted cost: £16,444.00

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.

The outcomes of our pupil premium strategy have been assessed at the end of the academic year for 2020 to 2021 and by the end of the Summer Term the school achieved the following ARE (Age related Expectations):

Reading 5/10 = 50%

Writing 2/10 = 20%

Maths 3/10 = 30%

Considering the high percentage of PPG premium children are also on the SEND register the outcomes were positive.

During the pandemic and throughout lock down the well being of all our PPG children was of the highest priority. This was achieved through a carefully monitored home/school approach working with our PPG Families. This included regular contact by the Class Teacher or Head of School and the provision of food parcels or vouchers. Laptops were lent out if required and home learning packages were posted or delivered.

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
Online assessment tool for Numeracy and Literacy	Tapestry
Numeracy support in class and online	RM EasiMaths, White Rose
Online reading support	Accelerated Reader
Online curriculum support and parent communication	Tapestry and ParentMail

