

# 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	Shottermill Junior School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2022
Date this statement was published	12 <sup>th</sup> December 2021
Date on which it will be reviewed	12 <sup>th</sup> September 2022
Statement authorised by	Mrs K Barnes (Headteacher)
Pupil premium lead	Mrs L Mathieson (Pupil Premium Leader)
Governor / Trustee lead	Mr B Moulds (Governor lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£44,990</b>

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our Equalities Objectives and Core Values, our aim at Shottermill Junior School is that all pupils, irrespective of their background or the challenges they face, are well supported to make good progress and access the full and wide curriculum on offer at our school. We want disadvantaged pupils to achieve outcomes which are comparable with their peers and for any attainment gap to be closed wherever possible; this also means ensuring higher attaining pupils leave the school having achieved excellent outcomes as well.

We will consider the wider challenges faced by vulnerable pupils, such as those who have a social worker or those pupils designated as a Young Carer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our School Development Plan 2021 – 2022 is closely aligned to the ‘The EEF Guide to Supporting School Planning: A Tiered Approach to 2020 – 21’ and maintains a focus on the following areas in response to the pandemic:

- *High-quality teaching for all,*
- *Targeted academic support, and*
- *Wider strategies to support pupils in the year ahead.*

Ensuring a focus on high-quality teaching, will not only benefit disadvantaged pupils, it will ensure all pupils have the very best opportunity to make good progress at our school. As part of this approach, we will be maximising time spent on curriculum planning and professional development (e.g. use of Rosenshine’s *Principles of Instruction*) to help skill up our teachers to achieve a high success rate from the pupils they teach.

Targeted academic support is proven to improve outcomes for pupils, particularly those with gaps in their knowledge and understanding, made worse by the pandemic and school closures, where there were limited opportunities for face-to-face teaching. We intend to use our funding to provide access to additional specialist intervention teaching which will be focused directly on the subjects, topics or areas where they need to catch up, to achieve in line with their peers.

In addition to academic support, we will be implementing wider strategies to support the most vulnerable pupils, such as those interventions which focus on promoting good school attendance and support the wellbeing of our pupils. We understand that children who are supported with their social, emotional and mental health needs, achieve better because there are ‘in a good place for learning to take place’.

Our approach will be responsive and part of an ‘assess, plan, do, review’ model. This means we will use a range of diagnostic assessments (including those for SEMH needs) to identify the challenges or barriers which face vulnerable children and we will implement strategies or interventions which are evidence-based.

We will seek to ensure we intervene at an early stage, so as not to cause the educational gap to widen further for a pupil. Through sharing our school development priorities and pupil premium strategy, we will ensure all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve at our school.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with parents and pupils indicate that low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn. This has been exacerbated following periods of school closure.
2	Teacher Assessments (such as PM Benchmarking of Reading / PIRA scores), observations and discussions with pupils and parents show poor Literacy skills, limited vocabulary development and difficulties with Reading and Writing affect access to the wider curriculum.
3	Teacher Assessments (such as pre-unit assessments and PUMA scores), observations and discussions with pupils and parents indicated that disadvantaged pupils have gaps in their understanding in Maths. Periods of school closure and reduced face-to-face teaching have also negatively affected progress in Maths.
4	Although not all disadvantaged pupils have poor attendance, we have identified that a disproportionate % of persistently absent pupils are eligible for Pupil Premium or are identified as vulnerable (Young Carer or have a social worker). Poor school attendance of some disadvantaged pupils will cause them to miss interventions and 'catch up' programmes and this negatively impacts the academic progress these children are able to make.
5	We have identified that difficulties with home life and poor parental engagement cause children to fall behind in their learning and development. For example, some disadvantaged pupils do not get the opportunity to read to an adult regularly or are unsupported with their homework, which causes them to fall behind in their learning.
6	Observations and discussions with parents and children indicate that financial challenges and low-income, particularly in relation to the pandemic, has resulted in fewer PP children accessing extra-curricular clubs or activities such as residential trips. This limits the experiences which this group of pupils can access and affects their social and emotional development.

## 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
Offer targeted support in Reading and Writing to improve outcomes for disadvantaged pupils.	Pupils will make accelerated progress in their Reading and evidence will be shown in PM Benchmarking data, PIRA scores or end of KS2 Reading Assessments. Pupils will read more regularly at home as a result of interventions.

	Pupils will make progress in their Writing and evidence of book scrutiny and Teacher Assessments will show good progress from starting points / outcomes at end of KS2 assessments.
Offer targeted support in Maths to improve outcomes for disadvantaged pupils.	Pupils will make accelerated progress in Maths and evidence will be shown in PUMA scores, pre and post unit assessments, Teacher Assessments or end of KS2 Maths Assessments.
Support the SEMH needs of identified disadvantaged pupils.	Through effective provision, disadvantaged or vulnerable pupils will attend school regularly and improve their mental health. This will help them access learning opportunities more successfully and regularly and work completed in their books will evidence this. Behaviour and Personal Development questionnaires will also show progress in this area.
Achieve good school attendance for disadvantaged or vulnerable pupils.	Pupils identified as persistently absent will be supported to improve their attendance from 2020-2021, aiming for at least 96% by the end of the year.
Support families facing adversity where difficulties outside of school may adversely affect the wellbeing or childhood development of pupils.	The number of vulnerable pupils identified across the school (on internal monitoring sheets) will reduce, as Early Help strategies are effective over time. The mental health of children will improve and rates of punctuality or school attendance will improve. Case studies will evidence the impact of wider pastoral / HSLW support.

## 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: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will receive training in Rosenshine's Principles of Instruction to improve quality-first teaching.	As referenced in 'The EEF Guide to Supporting School Planning: A Tiered Approach to 2020 – 21'	2
Staff will receive training in Writing, Grammar and Spelling.	We have identified by way of a staff survey, that teachers would like additional support in this area, so in line with our aim to deliver High Quality Teaching for all, we have prioritised this for INSET.	2

Investigate the purchase of a DfE validated Systematic Synthetic Phonics programme and associated training to secure stronger phonics teaching for all pupils.	As recommended in DfE July 2021 publication: The Reading Framework: Teaching the foundations of literacy, it is important that all Teachers are skilled in the teaching of Early Reading for all pupils (especially disadvantaged) to achieve well.	2 <i>(note this is not costed above and is a long-term strategy and may roll over to following year)</i>
Ensure ongoing training for staff around local safeguarding themes, impact of the pandemic and promoting positive parenting and social and emotional wellbeing of children.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>We also looked at the report published around the impact of parenting support for troubled families:</p> <p><a href="file:///C:/Users/head/Downloads/commissioning-parenting-family-support-troubled-families.pdf">file:///C:/Users/head/Downloads/commissioning-parenting-family-support-troubled-families.pdf</a></p>	4, 5, 6

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

Budgeted cost: £66,750 (+ top up from School Led Tutoring Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.</p> <p>PP children in the whole class will be part of the Teacher's focus group.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><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></p> <p>For disadvantaged pupils remaining in the whole class group, opportunities for focus guided group teaching with greater opportunities for quality feedback are improved:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2
<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be part of the Teacher's focus group.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><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></p> <p>For disadvantaged pupils remaining in the whole class group, opportunities for focus guided group teaching with greater opportunities for quality feedback are improved:</p>	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Engaging with the National Tutoring Programme (SP Tutors) to provide small group tuition in English and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF <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>	2, 3
Provide access to Speech and Language interventions (as part of targeted SEND provision).	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. See EEF: Oral language interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2

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

Budgeted cost: £28,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pupil Premium Leader will track and monitor the provision and outcomes of disadvantaged children across the school.	Ensuring there is adequate oversight of this group of pupils is critical to the success of our strategy. This is a long-term strategy already in place which is proven to be successful in ensuring resources are well targeted and in particular, more able pupils are also catered for.	All areas
Use of HSLW to support vulnerable children and families who are requiring additional support.	Our own analysis shows that the work of the HSLW is a crucial one, especially for both Shottermill Infant and Junior School who share this key resource. Early Help approaches help reduce the number of children who later on end up on a Child Protection Plan. Children suffering from bereavement or other significant issues affecting their family, respond well to short-term interventions, especially if they are waiting for more specialist support – which is in high demand following the pandemic.	1, 4, 5
Monitor attendance of disadvantaged children on a regular basis and intervene at an early stage - offering support as required.	Evidence suggests that ensuring good school attendance at the Primary age phase, significantly influences GCSE grades later on at secondary school. <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a>	1, 4, 5

<p>Provide access to 1:1 ELSA sessions for children to develop their emotional literacy, discuss their worries and help develop coping strategies to deal with anxiety or mental health issues.</p>	<p>Professor Barry Carpenter's research 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic' helps us to see the impact of meeting the SEMH needs of pupils at this time.  <a href="https://www.evidenceforlearning.net/recoverycurriculum">https://www.evidenceforlearning.net/recoverycurriculum</a></p> <p>As well as our own case studies and analysis of impact, we know that ELSA is an embedded and vital tool in our box for support the wellbeing of pupils at our school.</p>	<p>1, 4, 5</p>
<p>The school will set aside a small proportion of funding to provide financial assistance for disadvantaged pupils to access wider extra-curricular activities such as residential trips, music lessons or clubs.</p>	<p>Our analysis shows that the update of clubs or extra-curricular activities (particularly large educational visits) is lower with disadvantaged pupils, yet these children have the most to gain from broadening their horizons and aspirations for the future.</p> <p>Pupils identified as G&amp;T may otherwise be excluded from accessing specialist tuition or teaching due to financial hardship, which would put them at a disadvantage and could impact on their next steps and future career prospects.</p>	<p>6</p>

**Total budgeted cost: £95,136**

# 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.

### **Pupil Premium Dedicated Leadership Time:**

Since providing dedicated time to the Pupil Premium Leader, the quality of monitoring has improved significantly and this group are receiving greater access to interventions / extra-curricular activities as a result. The Pupil Premium Leader has been able to arrange for extra support and provision, particularly in relation to our tutoring programme. **This chosen approach has been good value for money and we will be continuing with this approach as part of our long-term strategy.**

### **ELSA support:**

Since providing the increased level of support a total of 18 children have received ELSA this year with one of our ELSA workers, of which 6 were eligible for the pupil premium. (An additional group of children also received ELSA from March onwards). Rates of pupil attendance were dramatically improved as a result of ELSA provision – with whole school attendance at its highest = 97.5%. Incidents of anxiety were also reduced and children felt safer and happier to come to school each day, particularly after the periods of school closure.

**ELSA significantly helps children to develop emotional literacy to help express their worries, which results in improved resilience and long-term wellbeing. We will be continuing with this approach as part of our long-term strategy.**

### **Writing Tuition Year 6:**

10 children were targeted (3 of whom were eligible for Pupil Premium) and all made progress from their starting points, however the impact of the second national lockdown caused inevitable interruption to the programme (large break in the middle), which means that a full impact analysis cannot be achieved.

**We aim to continue with this approach through partnership with the NTP next year, which seeks to subsidise tutoring for disadvantaged pupils.**

### **Maths Tuition Year 6:**

6 children were targeted (1 of whom was eligible for Pupil Premium) and all made progress from their starting points, however the impact of the second national lockdown caused inevitable interruption to the programme (large break in the middle), which means that a full impact analysis cannot be achieved.

**We aim to continue with this approach through partnership with the NTP next year, which seeks to subsidise tutoring for disadvantaged pupils.**

### **Maths Power Hour Year 6:**

15 children received access to the Power Hour sessions for Maths this year, of which 5 were eligible for Pupil Premium. All made progress from the baseline data, 8 made good progress and 3 made accelerated progress. We feel that the lockdown significantly impacted on the progress of this group, however we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom. This may in turn have helped identified children from not falling further behind.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach for the year ahead.**

### **Maths Power Hour Year 5:**

12 children received access to the Power Hour sessions for Maths although this was a fluid intervention, so children entered and moved out of this group at points in the year. 3 of these children were eligible for Pupil Premium. All pupils receiving this intervention made progress from the baseline data, 6 made good progress and 4 made accelerated progress.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We will be switching this approach to focusing on Writing in the year ahead.**

**Maths Power Hour Year 3:**

19 children received access to the Power Hour sessions for Maths this year, of which 4 were eligible for Pupil Premium (total of 6 PP in Y3). All made progress from the baseline data however, it is difficult to analyse the exact impact, given that for the spring term, schools were closed and teaching moved online to Google Classroom. However we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach for the year ahead.**

**Maths Power Hour Year 4:**

10 children received access to the Power Hour sessions for Maths this year, of which 2 were eligible for Pupil Premium. Progress was variable across the group, with some children making good progress and others less progress. Overall, it is difficult to analyse the impact of this initiative, given that for the spring term, schools were closed and teaching moved online to Google Classroom. However we do feel that these children received high quality differentiated online learning, as a result of having access to their intervention teacher's online classroom.

**Overall, we feel that our intervention teachers effectively support pupils identified and provide tailored teaching and learning opportunities, which are impactful. We plan to continue with this approach for the year ahead.**

**HSLW support:**

This year, the HSLW has supported a number of families, particularly in light of the second national lockdown where schools were closed. The HSLW helped families at risk of poverty, domestic abuse and has helped to keep children safe through Early Help work. Of the 50 children identified as vulnerable this year, 20 were eligible for Pupil Premium. These 20 children received either direct or indirect support by the HSLW.

**In light of the pandemic, the HSLW is a key resource – which we must continue with to keep children safe and attending school regularly.**

**Funding for extra-curricular activities:**

We have been able to reach out to families using a range of funding streams this year, particularly in light of the pandemic. However, there have been fewer activities on offer due to school closure. The additional payments offered have all enabled children to access activities they otherwise would not have been able to participate in.

**We will continue with this approach.**

## 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	

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Support was provided in the form of ELSA and also 1:2 Tuition.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made good progress from their starting points.

## **Further information (optional)**

### **Catch Up Funding Information**

As a school, we decided to prioritise support for helping disadvantaged children with their Reading, particularly as the pandemic had significantly impacted on this area. From evaluating different Reading interventions, we identified that The Better Reading Partnership programme was highly effective in raising standards in this area. Therefore, we employed an additional member of staff in March 2021 (to coincide with the reopening of schools) to carry out this bespoke and intensive reading intervention across the school. We have funded this intervention from March 2021 – August 2022 using our Catch Up Funding = £12,615.

We also allocated a further £3,972 of Catch Up funding to additional tutoring in the summer term, for both School-Led Tutoring (delivered by our own staff) and SP Tutoring (delivered by new tutors) as part of the National Tutoring Programme.

In order to set up the new tutoring and Better Reading Partnership programme, additional hours were allocated to our Pupil Premium Leader for overseeing, monitoring and training the relevant staff. We used Catch Up funding for this extra cost which covers the period of February 2021 – February 2022 = £4692.

Lastly, due to the increase in pupils requiring additional Emotional Literacy Support, we allocated some of our Catch Up funds to creating a brand new dedicated space for our ELSA worker to use with identified pupils = £1500.