

## 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	Shrivenham CofE Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	26 (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jude Scutt
Pupil premium lead	James Hood
Governor / Trustee lead	Chris Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,625
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£40,105

## Part A: Pupil premium strategy plan

### Statement of intent

#### Purpose

This document contains Shrivenham CofE Primary schools's 'Statement of Pupil Premium Premium Principles'. These Principles should be followed across our school. This statement must be used to assist school in drawing up a school's Pupil Premium policy.

The production and implementation of a school's Pupil Premium policy is the responsibility of the Headteacher of each member school and the Local Governing Body.

#### Overriding Aim

Although a school Pupil Premium policy has many purposes, for example the effective social integration of Pupil Premium pupils, the overriding aim must be the promotion of learning. To this end a core objective of the policy is:

**The school must develop a climate where the core priority is one of learning and achievement, where no pupil is hindered from reaching their full potential because of their Pupil Premium status.**

Using the Education Endowment Foundation Pupil Premium Guide the school takes a tiered approach to Pupil Premium spending.

Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support

#### Values, Beliefs and Principles

All members of the school community( Pupils, staff, parents/carers and governors) should show an awareness and understanding of the needs of pupils in receipt of Pupil Premium funding.

At Shrivenham Primary school, we strive to ensure that all students are provided with the opportunities and resources required to support them in making progress throughout their education. Our Pupil Premium Strategy aims to ensure that students are provided with educational experiences that enrich their learning and develop their cultural capital. We also seek to ensure that pupils are provided with opportunities to support their academic progress and outcomes, throughout their time at our school.

We believe-

- The excellent collection, analysis and use of data relating to pupils receiving funding is paramount.
- Quality teaching with an understanding of individual pupil needs is the key to good achievement.
- We identify the main barriers to learning for Pupil Premium eligible pupils swiftly.

- Frequent monitoring of the progress of every pupil premium eligible pupil ensures they reach their academic potential.
- The engagement of parents and carers in the education and progress of their child ensures positive relationships.
- Good attendance for all Pupil Premium pupils is a school priority.
- Effective training for any chosen strategies in supporting those with Pupil Premium funding is key to maximising achievement.
- Staff at our school have a clear understanding of the importance of the Pupil Premium agenda and convey positive messages to pupil premium eligible pupils. Where appropriate, performance management and training is used to reinforce.

### Expectations

Pupils entitled to the Pupil Premium will receive support in a variety of ways throughout their time at our school. This support is designed to both enhance their sense of cultural capital and to provide the foundations for outstanding learning experiences which help develop their academic progress. Expectations are as follows-

- Set ambitions for what we want our school to achieve with the funding.
- Analyse barriers for learning for Pupil premium pupils.
- Set desired outcomes specific to their school and rigorously evaluate their effectiveness.
- Audit spending thoroughly.
- Monitor pupil premium achievement regularly by ensuring they are a focus group.
- Provide effective training for staff members in the support of Pupil Premium pupils.
- Ensure pupils who are receiving the funding are getting a free school meal every day.
- Offer financial support if needed for uniform, PE kit, the cost of educational trips, resources and relevant qualifications.
- Work collaboratively to ensure a smooth transition from primary to secondary school through visits and the effective communication of specific needs and barriers.
- Implement the use of a 'Pupil Premium passport' to record strengths, barriers to learning, targets and celebrate achievements.
- Offer additional experiences in the form of extra-curricular clubs to fully promote cultural capital.

The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' states that 'Investing for better learning, or spending so as to improve learning, is therefore not easy, particularly when the specific aim is to support disadvantaged learners whose educational trajectories are harder to influence. Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).'

This statement showed the difficulty in judging impact on overall learning for 'disadvantaged learners' but the toolkit gave indications of the most effective and best value strategies. The following strategies fulfilled the need to show the most impact and maximise the funding allocation.

### **Effective feedback**

Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information Average Impact: +9 months

Strength of research: 3

(Higgins, Kokotsaki and Coe 2011)

### **Meta-cognition and self-regulation strategies**

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning and it is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion.

Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes.

Average Impact: +8 months

Strength of research: 4

### **Quality of teaching, learning and assessment**

The quality of teaching, learning and assessment to be good or outstanding with a focus on reading and vocabulary – learning to read, reading to learn. The school's thoughtful and wide-ranging cross-curricular broad and rich curriculum and pupils' spiritual, moral, social and cultural development, physical well-being enables pupils to exceed and thrive. The school's curriculum is coherently planned and sequenced so that it is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Previously low attainment and starting points for our Reception aged children.
2	Low engagement during lockdown and places at school not taken up so gap in learning has widened.
3	Parental support and engagement
4	Managing challenging behaviour and emotional feelings.
5	Confidence and resilience in learning approaches and relationships.
6	Access to a wide range of activities both in and out of school.
7	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading) Lack of engagement and reading for pleasure outside of school. A proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted.

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
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To raise attainment and ensure good progress in reading, writing, maths and phonics.	Disadvantaged PP pupils make good progress to diminish the attainment gap in each year group. Above National average progress scores.
Children become word rich and are confident in learning and using increasingly wide range of vocabulary in all subject areas. Children's reading and writing improves as a result of widened vocabulary and increased understanding	Success will be evident through analysis of interventions and observations of interventions. Intervention data will demonstrate that we are diminishing the difference between outcomes of PP and non PP students.
The transition of disadvantaged PP pupils between year groups and secondary settings is robust and ensures progress is continuous.	Pupil Premium passports are well established. Pupils are having the opportunity to share and collate work they are proud of. Additional transition opportunities are well established.
Pupil Premium pupils are being offered additional curriculum opportunities and cultural capital is a priority.	All pupils are taking part in bespoke curriculum days that offer additional experiences. All pupils are taking part in an extra- curricular provision School trips, including residential trips are financially supported.
Attendance for disadvantaged pupils.	Disadvantaged PP pupils attendance at school is in line with all other pupils. 97% regular attendance for the group.
Pupils and staff have access to a wide, rich set of experiences that develops learning and character, - set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	Teachers will have strategies to support challenging behaviours in a therapeutic way. Teachers will have a better understanding of the reasons behind the behaviour.

### 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: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff have received paid-for quality training to develop phonic skills and rich language skills including wide vocabulary (e.g. Letters and Sounds training, Nuffield Early Language intervention, vocabulary ninja etc)</p> <p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring enough teaching assistant time is allowed for staff intervention and quality teaching for children</p>	<p>EEF, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.</p> <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	<p>1</p> <p>2</p> <p>7</p>
<p><i>Staff training linked with SEMH – lego therapy, drawing and talking etc.</i></p>	<p>To impact positively on pupil welfare, meeting social and emotional needs Sutton Trust: Social &amp; emotional learning +4months</p>	<p>4</p> <p>5</p>
<p><i>Staff Subject Knowledge and regular CPD opportunities linked to AfL, recent research, meta-cognition</i></p>	<p>This is in line with wider evidence about feedback and meta cognitive and self – regulation strategies showing very high effects on learning of +8 and +7 months respectively additional progress.</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>1:1 or small group intervention (maths, phonics, reading)</i></p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) 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. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p>	<p>1</p> <p>2</p> <p>7</p>
<p>Promote a reading culture.</p> <p>Specific reading intervention – (phonics in KS1 &amp; Project X in KS2)</p> <p>Encourage wider reading for pleasure – learning to read, reading to learn.</p> <p>Extending range of quality text for access both in school and at home</p> <p>Ensure children have access to wide range of vocabulary through quality text linked with extending developing life experiences.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Many of the approaches can be usefully combined with collaborative learning techniques and Phonics to develop reading skills.</p> <p>The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	<p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>7</p>
<p>To provide targeted structured interventions for phonics.</p> <p>To ensure staff receive quality training on Letters and Sounds (all teachers and TAs)</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should</p>	<p>1</p> <p>2</p> <p>7</p>

	be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train up mental health champions	EEF On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	1 3 4 5
Embedding pastoral support such as play therapy, drawing and talking and lego therapy to support children's self esteem and mental health		1 2 3 4 5
Part- time Pastoral Assistant will provide support for families and children regarding their social and emotional needs.	<p>The reason for this approach is to enable work with vulnerable individuals, a significant proportion of which are Pupil Premium students</p> <p>This SEL intervention targets pupil premium - as well as non-premium pupils – to improve pupils' interactions with others and self-management their emotions. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1 2 3 4 5
SLT/Pastoral Support to meet with parents and address poor attendance		1 2 3 4 5



To establish an IT lending library and after school IT homework clubs. To develop digital reading and ebooks access.	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. particular technologies have the potential to enable changes in teaching and learning interactions.</p> <p>They can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more. Studies suggest that approaches which use small group learning with technology or the collaborative use of technology can add 4 months of progress.</p>	1 2 3 5 6
Pupil Premium Passports – Supporting transition and offering coaching.	<p>Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the class-room. This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning and it is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion.</p> <p>Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes. Average Impact: +8 months Strength of research: 4</p>	1 2 4
Development of the Forest Schools area	<p>NEF research and findings:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p>	4 5 6

	<p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	
Re-establish Tuesday Club to target specific enrichment opportunities	To impact positively on pupil welfare, meeting social and emotional needs Sutton Trust: Social & emotional learning +4months	1 2 4 5 6

**Total budgeted cost: £40,200**

## 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.

Summary of actions taken:

\* Targeted support for pupils - Additional staff adding up to equivalent of 0.2 teacher, in KS2 and extra TA support in KS1, deployed to provide further booster sessions in reading, phonics, maths and writing, which included PP pupils.

\* Intervention continued remotely during lockdown and in person once returned to school.

- \* Additional lunchtime supervisor employed to support behaviour and wellbeing at lunchtime
- \* Access to the Educational Psychologist and play therapist
- \* PP children and families continued to have remote access to pastoral support during lockdown and over the last 12 months to support well being
- \* Provision for Pupils via pastoral support continued remotely to support children and as result children returned to school calmly and enthusiastically ready to learn.
- \* Financial support continued to be offered for trips and residential (summer 2021)
- \* Additional IT equipment purchased and provided to PP families to access remote learning and homework.
- \* CPD continued to run virtually including zones of regulation, supporting mental health and specific intervention where needed.
- \* PP Passports continued with coaching sessions with PP lead.
- \* Positive transition for all year groups including Y6 to secondary school.

### 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

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The key expenditure for our service pupil premium last academic year was the appointment of a school pastoral support manager. They have engaged with all service pupil premium pupils in 1.1 sessions and has formed strong relationships with our service families. Additional curriculum provision in the form of lunchtime clubs have been established. The Little Troopers programme has been started.
What was the impact of that spending on service pupil premium eligible pupils?	All Service pupil premium pupils have had sessions with the pastoral lead, especially those

	<p>who have family members on deployment or awaiting deployment. Service pupil parents have a clear line of contact to discuss worries and how deployment may affect their child/ren.</p> <p>Attendance of service PP pupils remains in line with the rest of the school population.</p>
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