

Pupil Premium Strategy Statement

Shinewater Primary School 2022-2023

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	Shinewater Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicki Kaufman (Headteacher) Jane McCarthy-Penman (Chair of Governors)
Pupil premium lead	Jen Rigby
Governor / Trustee lead	Gary Batchelor Joanna Mans

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905
Recovery premium funding allocation this academic year	£19,090
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	£230,995

Part A: Pupil Premium Strategy Plan

Statement of Intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting pupils' pastoral, social and academic needs within a caring and nurturing environment. We are committed to ensuring that these pupils close gaps in their learning and develop the skills and knowledge to ensure they are successful for their next stage of education. We have high expectations of all disadvantaged pupils and use research to inform best practice. We believe that Shinewater Primary School plays a pivotal role in building the adults of the future and we need to nurture the characteristics which help each child to have inner peace and reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of DA pupils have a low starting point on entry to the school.
2	A high proportion of DA pupils have special educational needs (SEND) e.g. 24% of pupils in Y6 are also on the SEND register.
3	A high proportion of DA pupils and their families have emotional, social and pastoral needs. Class THRIVE assessments indicate a high percentage of pupils working at a lower stage of emotional development.
4	Low parental aspiration and perceived value of school attendance.
5	DA students are more likely to be further behind following Covid19 school closures because of a lack of resources such as internet, devices, parental time and educational level.
6	High number of children on the Child Protection Register.
7	Attainment in GLD, reading, writing, maths and phonics is below non-DA pupils.
8	A high proportion of DA pupils' language is underdeveloped.
9	DA families are less likely to be able to support costs associated with extracurricular and or off -site activities-limiting PP students' access to cultural capital.

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 improve attendance	<ul style="list-style-type: none"> ● Attendance of DA pupils will be better than the national DA average. ● Closing the gap between DA and Non DA in school. ● Persistent absence of DA pupils has reduced.
To improve vocabulary and spoken language	<ul style="list-style-type: none"> ● A whole school approach for oracy has been researched and developed. ● Communication and language ELG in line or better than national. ● Data from Bedrock programme shows improved understanding of vocabulary. ● Impact data from speech and language interventions evidence improvements. ● Reduction in the amount of children requiring speech and language intervention.
PP pupils to receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> ● The Curriculum offers ample opportunities to develop cultural capital. ● All children experience outside learning.
To reduce the attainment gap between DA and non-DA pupils in GLD (Good Level of Development).	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in GLD. ● The gap between DA and Non DA attainment in GLD has closed. ● Attainment of DA pupils is in line or better than national non DA.
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in phonics, reading and writing. ● The gap between DA and Non DA attainment in phonics, reading and writing has closed.
To reduce the attainment gap in maths	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in maths. ● The gap between DA and Non DA attainment in maths has closed. ● There is no gap between DA and Non DA in the multiplication check.
To develop social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> ● Pupil voice evidences good wellbeing ● Reduction in behaviour logs for DA pupils.
To ensure all children are supported in their learning at home	<ul style="list-style-type: none"> ● Increase in the amount of DA pupils engaging with home learning. ● Parent voice report feeling supported with home learning.
To ensure accurate assessment informs planning and individual provision	<ol style="list-style-type: none"> 1. Moderations show accurate assessments. 2. Teachers report feeling confident in using formative assessment. 3. Pupil conferencing embedded as part of school practice.

Activity In This Academic Year (2022-23)

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: **£50,857**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence informed CPD to support quality first teaching.</p> <ul style="list-style-type: none"> • Ongoing review of the curriculum to provide inspiration and aspiration for whole child development (£5,000) • Further develop the quality of teaching and provision in the EYFS through professional development opportunities e.g. PP money spent on employment of support staff after school for CPD provided by EYFS Lead/Nursery Manager on a range of bespoke provision and briefing sessions including EYFS reforms (£800). • Professional Development Leads (PD Leads) to provide CPD during release time for RQTs+ teachers new to post for observation/coaching of good practice in effective teaching and learning of writing. (£1600-Teacher release time) • Specialist English teacher to provide CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics. (£1,000) • Specialist English teacher to provide CPD to ensure all support staff are confident to deliver phonic intervention groups with a focus on KS2 DA pupils who have not passed or only just passed the Phonics Screening Check. (£1,000) • CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000) • CPD needs reviewed as part of appraisal cycle. • PDMs responsive from needs identified through triangulation. • Ensure all staff have access to high quality support and CPD enabling intervention leads to becoming an expert in a given area (£1800). 	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending - EEF PP guidance</p> <p>Metacognition and self regulation has been shown to have a positive impact of 7+ months EEF</p> <p>Phonics has been shown to have a positive impact of 5+ months EEF</p>	<p>1,5,7,8</p>
<p>Use a peer-support model to help embed and sustain research-based teaching strategies</p>	<p>Collaborative learning has been seen to</p>	<p>1,2,7</p>

<ul style="list-style-type: none"> Continue to embed peer and self-assessment; particularly in the editing / improving stages of the writing sequence. Embed use of mixed ability learning partners to support with peer feedback 	<p>have a positive impact of 5+ months EEF</p> <p>Feedback has been shown to have a positive impact of 6+ months EEF</p>	
<p>Develop a broad and engaging curriculum that focuses on vocabulary acquisition.</p> <ul style="list-style-type: none"> Professional Development Leads (PD Leads) to implement a new oracy curriculum. Including CPD and release time (£2000 -Teacher release time). 	<p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</p> <p>Much of the observed socio-economic gradient in attainment at age seven may be explained by children's language skills at age five Finnegan et al., 2015</p> <p>Vocabulary at age 13 strongly predicts both English and Maths at GCSE- in English Literature and Maths more strongly than pupils' socio-economic background Spencer et al.,2017</p>	1, 5, 7
<p>Revise early reading strategies and embed a whole-class reading approach underpinned by clearly defined formative assessment practices.</p> <ul style="list-style-type: none"> Employment of a phonics intervention champion to work with KS1 pupils. (£5,000). English intervention teacher x2 days per week to provide CPD in phonics and reading for TAs/parents/teachers as well as work with target groups of pupils who have or are at risk of falling behind. (£15, 000). PD Leads to review impact of whole class reading approach and provide feedback to staff to move practice forward Enhance the use of ' Bug Club' subscription to provide digital reading at home. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher. (£1,500). Support for parents to help their child with the teaching of phonics at home. Increase the profile of home / school reading and purchase of rewards. (£1,000). 	<p>Phonics has been shown to have a positive impact of 5+ months EEF</p> <p>Feedback has been shown to have a positive impact of 6+ months EEF</p> <p>Reading comprehension strategies have shown to have positive impact of 6+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	5, 7, 8
<p>Continue development of a Maths Mastery</p>	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p>	1,5, 7

<p>approach supported by Mastery Specialists.</p> <ul style="list-style-type: none"> Continue to embed the Trust approach to the teaching of mastery Mathematics in the EYFS and purchase of resources (£800). Whole-school professional development in the teaching of arithmetic as a key focus area for PP pupils. PD Maths Leads as an advocate to PP attainment and progress. (£2000-Teacher release time). Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check. (£391) 	<p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p>	
<p>Deliberately reduce workload during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching</p> <ul style="list-style-type: none"> CPD to moderate shortened Hub Effective Writing Sequences (PDM cross phase time). Review of assessment systems to reduce workload whilst ensuring assessment can be used forensically to move learning forward. 	<p>Leeds Beckett University Research on: The impact of teacher wellbeing and mental health on pupil progress in primary schools, found that children learnt more when their teacher is happy and performing well</p>	1,5,7
<p>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year</p> <ul style="list-style-type: none"> Identify groups and track progress at PP meetings (£6,000 Teacher release time). Teacher release time for Partnership for Progress Meetings (PPM) (£ as above). 	<p>Feedback has been shown to have a positive impact of 6+ months EEF</p>	7
<p>Continue to develop a scholars programme</p> <ul style="list-style-type: none"> Further development of the Swale Scholars Reading Programme (£683). Writing competition for scholars. (£100). Further development of the Swale Scholars Writing Programme (£500). Further development of the Swale Scholars Maths Programme (£683). Debate Mate Programme (£1500) Talent enhancement offer to support GDS in foundation subjects (£1500) 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.- DFE</p>	1,5,8,9

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

Budgeted Cost: **£96,306**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific intervention programmes led by both Teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> • Employment of English Intervention Teacher (2 days) (£5000). • Identified disadvantaged pupils access Speech and Language interventions (£2000). • Further use of Lexia digital reading scheme to accelerate reading for the bottom 20% of pupils. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher. (£6,000). • TA/INA support provided in most classes in the morning to support English (£37,000). • Subscription for TTRockstars (£200). • Subscription for Reading Bug Club (£200) • Address speech and language through Music Transition Project with a focus on Nursery and Reception pupils (£1,500). • 1:1 or small group tuition lead by teachers (£7406) 	<p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</p> <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p>	<p>1, 2, 5, 7, 8</p>
<p>Extensive outdoor learning provision and use of specialist teachers.</p> <ul style="list-style-type: none"> • Employment of specialist teachers for outdoor learning to develop collaborative learning, PE/sport and computing (£37,000). 	<p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish. Teachers with more experience and subject specialism should be incentivised. - recommendation from potential for success July 2018</p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.- recommendations from potential for success July 2018</p> <p>Outdoor learning encourages collaborative learning. Collaborative learning approaches have been shown to have a positive impact of 5+ months EEF</p> <p>Physical activity has been seen to have a positive impact of 1+ month EEF</p>	

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

Budgeted Cost: **£90,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> • Employment of a Thrive Intervention Assistant + training and release time for x2 new Thrive assistants (£12,000). • Positive Friendship Groups (£400) • Peer to peer mental health programme (£600) • Nurture/Thrive groups (£600) • Employment of Family Support Worker (£9,000) • 1:1 support for pupils at risk of exclusion (£15,000) • Lego Therapy (£200) • Providing bagels for all children at the start of the day through the National School Breakfast Programme (£600) • Funding to support additional tier 3 and tier 4 support from e.g. Educational Psychologists, ESBAS, ISEND, Trailblazers etc. (£9,000). • Uniform and equipment support (£500) 	<p>Social and emotional learning has been shown to have a positive impact of 4+ months EEF</p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p> <p>Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning.- Health Food Choices in Schools June 12</p>	<p>2,3,6</p>
<p>Attendance Team support.</p> <ul style="list-style-type: none"> • Employment of Attendance Lead Administrator (£22,000). • Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. • Follow hub Attendance and Punctuality protocol and procedures. • Attendance Passports for identified pupils (£200). • Reward systems for pupils and identified families (£1,000). 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS2,, the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	<p>4</p>
<p>Enriched educational experiences.</p> <ul style="list-style-type: none"> • Contributions towards external trips for pupils (£1200). • Ongoing review of the curriculum to provide inspiration and aspiration for whole child development e.g. investment in the STEM curriculum/Design and Shine project/Skills builder (£3,000) • To provide opportunities to access theatre 	<p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.- recommendations from Potential for Success July 2018</p>	<p>1,4,9</p>

<p>performances (£2500)</p> <ul style="list-style-type: none"> Year 6 enrichment week (£1000) 		
<p>Parental support with home learning</p> <ul style="list-style-type: none"> EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500). Investigation by English team of parent literacy learning programme to help parents to learn to read and write. (£500). Survey pupil access to home digital access. Purchase set of Chromebooks for remote learning in the event of a bubble lockdown. Subscription to home learning apps and programmes. (£1,500). Subscription to MarvellousME! Parent communication tool. (£500). Skills Builder project-development of skills essential to life. Maintaining digital technology and access to e.g. chrome books for Y6 and other disadvantaged learners without access to a device / internet at home (£9,000). 	<p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	<p>1,5,7,8</p>

Total Budgeted Cost: £237,963

(Please note Shinewater add in the extra funds from the school budget)

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 2022 to 2023 academic year.

Impact Year 2 (2022-2023)

Intended Outcome	Success Criteria	Evidence
To improve attendance	<ul style="list-style-type: none"> • Attendance of DA pupils will be better than the national DA average. • Closing the gap between DA and Non DA in school. • Persistent absence of DA pupils has reduced. 	<ul style="list-style-type: none"> •
Review: <ul style="list-style-type: none"> • 		
To improve vocabulary and spoken language	<ul style="list-style-type: none"> • A whole school approach for oracy has been researched and developed. • Communication and language ELG in line or better than national. • Data from Bedrock programme shows improved understanding of vocabulary. • Impact data from speech and language interventions evidence improvements. 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> Reduction in the amount of children requiring speech and language intervention. 	
	Review: <ul style="list-style-type: none"> 	
PP pupils to receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> The Curriculum offers ample opportunities to develop cultural capital. All children experience outside learning. 	<ul style="list-style-type: none">
	Review:	
To reduce the attainment gap between DA and non-DA pupils in GLD (Good Level of Development).	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in GLD. The gap between DA and Non DA attainment in GLD has closed. Attainment of DA pupils is in line or better than national non DA. 	<ul style="list-style-type: none">
	Review: <ul style="list-style-type: none"> 	
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> Attainment of DA pupils are in line or better than non DA in phonics, reading and writing. The gap between DA and Non DA attainment in phonics, reading and writing has closed. 	-
	Review: <ul style="list-style-type: none"> 	

<p>To reduce the attainment gap in maths</p>	<ul style="list-style-type: none"> • Attainment of DA pupils are in line or better than non DA in maths. • The gap between DA and Non DA attainment in maths has closed. • There is no gap between DA and Non DA in the multiplication check. 	
<p>Review:</p> <ul style="list-style-type: none"> • 		
<p>To develop social, emotional and pastoral wellbeing</p>	<ul style="list-style-type: none"> • Pupil voice evidences good wellbeing Reduction in behaviour logs for DA pupils. 	<ul style="list-style-type: none"> •
<p>Review:</p> <ul style="list-style-type: none"> • 		
<p>To ensure all children are supported in their learning at home</p>	<ul style="list-style-type: none"> • Increase in the amount of DA pupils engaging with home learning. • Parent voice report feeling supported with home learning. 	
<p>Review:</p> <ul style="list-style-type: none"> • 		
<p>To ensure accurate assessment informs planning and individual provision</p>	<ul style="list-style-type: none"> • Moderations show accurate assessments. • Teachers report feeling confident in using formative assessment. • Pupil conferencing embedded as part of school practice. 	<ul style="list-style-type: none"> •
<p>Review:</p> <ul style="list-style-type: none"> • 		

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)

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