

Pupil Premium Strategy Statement

Shinewater Primary School 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 children (Sept 2022)
Proportion (%) of pupil premium eligible pupils	44% (Sept 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Reviewed December 2022
Date on which it will be reviewed	Regular reviews throughout the year key. End of year reviews July 2022, July 2023, July 2024
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	£215,649 (2022-2023)
Recovery premium funding allocation this academic year	£22,314
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	£237,963

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	<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.

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: **£63,491**

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 e.g. investment in the STEM curriculum/Design and Shine project/Skills Builder (£3,000) 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. (£600-Teacher release time) Specialist English teacher to provide CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics. 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. 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 (£800). 	<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> <ul style="list-style-type: none"> Continue to embed peer and self-assessment; particularly in the editing / 	<p>Collaborative learning has been seen to have a positive impact of 5+ months EEF</p> <p>Feedback has been shown to have a</p>	<p>1,2,7</p>

<p>improving stages of the writing sequence.</p> <ul style="list-style-type: none"> • Embed use of mixed ability learning partners to support with peer feedback 	<p>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 carry out research based activities in the impact of Bedrock vocabulary to address gaps in oracy and subsequent impact on writing (£600 -Teacher release time). • CPD to develop Bedrock vocabulary including the development of working walls to support depth of learning, with a focus on vocabulary. 	<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>	<p>1, 5, 7</p>
<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. (£8,000). • English intervention teacher x3 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 • Additional purchase of books to support pupil phonic stage (£2,000). • 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>	<p>5, 7, 8</p>
<p>Continue development of a Maths Mastery approach supported by Mastery Specialists.</p> <ul style="list-style-type: none"> • Continue to embed the Trust approach to the 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p>	<p>1,5, 7</p>

<p>teaching of mastery Mathematics in the EYFS and purchase of resources (£800).</p> <ul style="list-style-type: none"> • Whole-school professional development in the teaching of arithmetic as a key focus area for PP pupils. • Employment of Hub Maths NCETM Mastery specialist x3 days to carry out intervention work in Y6 and provide CDP and to carry strategic work relevant to PP children (£20,000). • Deployment and training of key TA specialist Maths Champions to provide intervention for PP pupils who may have fallen behind. CPD and planning provided by NCETM Maths specialist. • PD Maths Leads as an advocate to PP attainment and progress. (£600-Teacher release time). • Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check. (£191) 	<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 (£3,000 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 (£500). • Writing competition for scholars. (£100). Further development of the Swale Scholars Writing Programme (£500). • Further development of the Swale Scholars Maths Programme (£500). • 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: **£176, 756**

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 (3 days) (£5,000). • Identified disadvantaged pupils access Speech and Language interventions (£600). • 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 (£25,000). • Teacher extra maths intervention groups (£1000) • Employment of Maths specialist teacher to teach Y5 PP children who have fallen behind. (£6,000) • 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 (£4506) • Employment of extra teacher in the morning in year 3 to support high needs of SEN and recovery needed in the year group. (£16,750) 	<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 (£30,000). • Trust targeted investment into the outdoor learning provision. (£80,000-Trust funding recognising the importance of high quality provision for Early Years) 	<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 <i>EEF</i></p> <p>Physical activity has been seen to have a positive impact of 1+ month <i>EEF</i></p>	
--	--	--

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

Budgeted Cost: **£79,200**

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 (£10,000). • Positive Friendship Groups (£300) • Peer to peer mental health programme (£500) • Thrive groups (£600) • Nurture afternoon groups (£10,000) • Places to Be Mental Health whole School support include 2 days of a counsellor (£17,000) • Employment of Family Support Worker (£8,000) • 1:1 support for pupils at risk of exclusion (£15,000) • School Dog (£1000) • Providing bagels for all children at the start of the day through the National School Breakfast Programme (£300) • Funding to support additional tier 3 and tier 4 support from e.g. Educational Psychologists, ESBAS, ISEND, Trailblazers etc. (£5,000). • Uniform and equipment support (£300) 	<p>Social and emotional learning has been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months <i>EEF</i></p> <p>Parental engagement has been shown in have a positive impact of 4+ months <i>EEF</i></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>	2,3,6
<p>Attendance Team support.</p> <ul style="list-style-type: none"> • Employment of Attendance Lead Administrator (£20,000). • 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). 	<p>The Department for Education (<i>DfE</i>) 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, 	4

<ul style="list-style-type: none"> Reward systems for pupils and identified families (£1,000). 	<p>than pupils that missed 10-15% of all sessions</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 performances (£2500) Year 6 enrichment week (£1000) 	<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>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 (£6,000). 	<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: £319,447

(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

Impact Year 2 (2022-2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Success Criteria	Evidence
<p>To improve attendance</p>	<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"> • Overall attendance increased in the 2022/23 academic year, in 2021/22 it was 91.9%, in 2022/23 it increased by 1.4% to 93.3%. • DA attendance increased in the 2022/23 academic year, in 2021/22 it was 89.6%, in 2022/23 it increased by 1.2% to 90.8%. • Shinewater DA attendance is higher than 2022/23 National figures which is 88.6% according to GOV.UK • The gap between DA and Non-DA attendance at the end of the 2022/23 academic year was 4.5%, the year previous, this gap was 4.3%, therefore it has remained relatively stable but has not closed. • At the end of the 2022/23 academic year DA PA was high at 36.6% but had reduced from 43.1% in the previous academic year, this is a 6.5% reduction. • At the end of the 2022/23 academic year Non-DA PA was high at 11.7% and had also reduced in comparison to the previous academic year when it was 15.3%, this is a 3.6% reduction. • The gap between DA and Non-DA PA was 27.8% in 2021/22 and in 2022/23 reduced to 24.9%. • When analysing the reason for absence, disadvantaged children have significantly more unauthorised absences (21.5%) in comparison to non disadvantaged children (10.5%). • Unauthorised absences frequently occur when parents do not provide a reason for absence and fail to respond to the Attendance Officers voicemails and emails requesting contact. Additionally when parents/carers keep all siblings off from school for reasons such as adverse weather or when one child in the household is unwell or has a medical appointment.
<p>Review:</p> <ul style="list-style-type: none"> • Attendance officer to continue to reiterate the importance of parental contact on every day of absence and conduct home visits for absences of two or more days without parental contact. • Attendance Officer and Office Staff to continue to communicate when an absence is authorised and when it is not. 		

	<ul style="list-style-type: none"> Attendance officer and Attendance Lead to continue to identify DA pupils on the PA tracking to ensure we know who they are and target support and signposting for this group. 	
<p>To improve vocabulary and spoken language</p>	<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. 	<p><u>Oracy whole-school approach</u></p> <ul style="list-style-type: none"> An oracy skills progression is in place from Years 1 to 6 Teaching and support staff CPD provided on importance of oracy and vocabulary skills development Discussion guidelines are developed with each class (with reference to the skills progression) and displayed and regularly referenced in class. Termly 'class debate' sessions are embedded and planned to ensure progression in debating skills from Years 1 to 6 Whole-school writing approaches are being refined to ensure oracy opportunities are embedded (Talk 4 Writing with clear progression from EYFS to Year 1 / Talk-based text analysis / Talk starter within each skills session / termly Author's Chair) Cross-curricular oracy opportunities are being developed in foundation subjects ('Talk like a Historian' in History) <p><u>ELG in EYFS</u></p> <ul style="list-style-type: none"> 78% of PP pupils achieved Listening, Attention and Understanding ELGs. 78% of PP pupils achieved speaking ELG 72.4% of free school meal pupils achieved listen attention and understanding ELG Nationally (2022-2023) <p><u>Bedrock programme</u></p> <ul style="list-style-type: none"> Pupils in year 5 and 6 improved pre to post-test results by an average of 32% The impact is evident in formative assessment in Year 6 - children recognise and apply Bedrock Vocabulary (and Tier 2 vocabulary explicitly taught in Reading lessons) in other spoken and written contexts. <p><u>Language Link/1-1 supplementary teaching</u></p> <ul style="list-style-type: none"> Impact excellent - Children from Key stage 1 in particular have made outstanding progress 57 started needing Language link Sept 22. In June 23, 31 still require intervention. 26 children now do not require this intervention (45.6%)
<p>PP pupils to receive opportunities to develop cultural capital alongside their peers.</p>	<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"> The school Curriculum plans provide ample opportunities for pupils to be involved with a wealth of enrichment experiences, some examples of these include: <ul style="list-style-type: none"> Trips out to drusillas, toy museum etc Visits to school from jaws and claws, chocolate makers etc Year 6 activities week Theatre company visit <p>PP pupil voice Oct 23:</p> <ul style="list-style-type: none"> 53% of PP pupils have already attended a club by the end of term 1 (2023).
<p><u>Review:</u></p> <ul style="list-style-type: none"> Continue to focus on embedding oracy opportunities in foundation subjects <ul style="list-style-type: none"> To include the key vocabulary identified for each subject and opportunities to 'talk like a ...' We will be looking at establishing agreed vocabulary in foundation stage subjects. 		

		<ul style="list-style-type: none"> • When asked what the best thing was one child said the best thing about Shinewater was 'after school clubs' • Another said, 'becoming eco warriors and sports leaders' • A further one said, 'outdoor learning, computing and PE' - these are all areas the school invests in specialised teachers
<p>Review:</p> <p>There has been a drop in the number of DA pupils who have said they are attending clubs (80% in 2021-2022, 53% in 2022-2023). The measures were however taken at different times. 2021-2022 pupil voice was in term 6, whereas 2022-2023 pupil voice was take in October so the children have had less time to attend clubs.</p>		
<p>To reduce the attainment gap between DA and non-DA pupils in GLD (Good Level of Development).</p>	<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"> • 55% of PP pupils achieved GLD which is below Non PP (64%) • There is a gap between PP and non PP • Of the PP children who did not achieve GLD all were either SEND or joined the school in the summer term. • 49.1% of free school meal pupils achieved GLD (2022) Nationally compared to 55% at Shinewater.
<p>Review:</p> <ul style="list-style-type: none"> • The cohort in reception for 2021-2022 has high levels of SEND. All pupils who did not achieved GLD where either SEND, joined in term 5 or 6 and or summer born (many were from all three categories) • We have increased adult support in year 1 to help try to catch up these pupils. 		
<p>To reduce the attainment gap in phonics, reading and writing</p>	<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. 	<p>Literacy EYFS</p> <ul style="list-style-type: none"> • 56% of PP pupils achieved Word reading ELG compared to 76% for non PP pupils • 67% of PP pupils achieved comprehension ELG compared to 72% for Non PP pupils • 56% of PP pupils achieved writing ELG compared to 69% for non PP pupils <p>Phonics 2023</p> <ul style="list-style-type: none"> • In year 1 85% of PP pupils passed their phonics compared to 74% of non PP <p>Reading attainment gap:</p> <ul style="list-style-type: none"> - Year 6 -67% PP compared to 71% all pupils - Year 2- 70% PP compared to 75% all pupils <p>Writing attainment gap:</p> <ul style="list-style-type: none"> - Year 6- 37% PP compared to 41% all pupils - Year 2- 59% PP compared to 67% all pupils
<p>Review:</p> <ul style="list-style-type: none"> • Writing is a whole school focus this year, particularly in KS2. 		
<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 	<p>Maths EYFS</p> <ul style="list-style-type: none"> • 61% of PP pupils achieved Number ELG compared to 66% for all Non PP pupils • 56% of PP pupils achieved Numerical Pattern ELG compared to 65% for all pupils <p>Maths attainment</p>

	<p>attainment in maths has closed.</p> <ul style="list-style-type: none"> There is no gap between DA and Non DA in the multiplication check. 	<ul style="list-style-type: none"> Year 6- 59% PP compared to 71% all pupils Year 2- 63% PP compared to 70% all pupils <p>Multiplication Check</p> <ul style="list-style-type: none"> 13% of PP pupils passed the multiplication check compared to 26% for all
<p>Review:</p> <ul style="list-style-type: none"> There are signs of the gap between PP and Non PP closing in year 2 but this is not the narrative for the whole school. Focus this year will be on improving results in reasoning and problem solving We will also look to launch times tables in KS1 to provide stories and visuals for learning times tables. 		
<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. 	<p>PP pupil voice Oct 23:</p> <ul style="list-style-type: none"> 74% of PP pupils say they enjoy attending shinewater with 50% saying they love it 75% of PP pupils report feeling very safe at Shinewater 85% of PP pupils report there is an adult they feel they can talk to if they are worried with 52% saying there are many adults they can talk to. When asked what their favourite thing about Shinewater was, many children mentioned king teachers A few children said, 'everything!' <p>Behaviour:</p> <ul style="list-style-type: none"> There has been an increase in red card behaviour logs for DA children. 2020-2021 and 2021-2022 were lockdown years and 2022-2023 saw new DA children with a variety of behaviour needs join the school. There were 66 red card logs in 2022-2023 (35%)
<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>Home learning devices</p> <ul style="list-style-type: none"> DA pupils who have required it have been offered chrome books to use at home Parent survey was very positive but wanted more communication around learning in school. This is a school focus this year. <p>PP voice October 23:</p> <ul style="list-style-type: none"> 85% of PP pupils feel they complete their homework regularly with 35% saying they always complete homework
<p>Review:</p> <ul style="list-style-type: none"> The school has highlighted on its whole school development plan a focus of improving communication with parents including parents understanding what children are learning in school. 		
<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. 	<p>Moderation</p> <ul style="list-style-type: none"> EIP writing moderation- all grades agreed in every year group Kent group moderation for Year 2 -all grading agreed Kent formal moderation visit for Year 6- all grades agreed <p>Formative Assessment</p> <ul style="list-style-type: none"> Evidence in books show continued use of retrieval practice. Teachers report confidence in using formative assessment. There is more confidence in English and Maths and so this year we will focus on foundation subjects

		Pupil Conferencing <ul style="list-style-type: none"> • Pupil conferencing is now used as a tool when appropriate in all areas of school life • There is still an inconsistency in use (depending on teachers confidence) so will remain a focus
	Review: <ul style="list-style-type: none"> • There will be an increased focus of foundation assessment and developing progression documents in 2023-2024 	

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
NA	

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

Further Information (optional)

--