Pupil premium strategy statement

The purpose of this document is to provide information about how Pupil Premium (PP) funding is being spent at Shaftesbury Park.

School overview

Detail	Data
School name	Shaftesbury Park Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2023
Date this statement was published	Autumn 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Governors
Pupil premium lead	Alastair Anderson
Governor / Trustee lead	James Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,984
Recovery premium funding allocation this academic year	£10,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,914

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The identification of pupil premium supports the school in ensuring that all pupils needs are met accurately. There is a disparity between not only the academic outcomes of pupil premium pupil at the end of year 6 but also wider social and attendance issues that can persists into secondary school and later life.

As an inclusive school we believe that all children have the right for both their social and academic needs to be met. Teaching staff were asked to identify factors they had experience of for pupil premium children that they felt had an impact on their progress in school. Engaging teachers in the specific issues they felt had impact on outcomes allowed the senior leadership team and link governor to identify whole school trends and individual needs that would support progress.

The ideal outcome for pupils is that they have their needs met appropriately to be able to engage in their education and reach their maximum potential. It is important to identify within this that the category of pupil premium is not synonymous with lower attainment and vice-versa. There are also whole school interventions and structures that the school adopts which improve the outcomes for all pupils including pupil premium pupils.

The key principles for the strategy are:

- *Know the pupil,*
- *Provide appropriate academic support to enable access to high quality teaching,*
- *Ensure the curriculum is designed to support, and additional structures are in place and accessible for pupils' social and emotional needs,*
- *Remove financial barriers to wider curriculum offers,*
- *Enable children to think about their world, enlarge their world and change their world.*

<u>Current Numbers and percentages of pupils eligible for Pupil Premium funding.</u>

Key group	Number of Pupil Premium eligible students	percentage of students
Whole school	131/388	33.7%
Reception	17/43	39.5%
Year 1	16/50	32%
Year 2	22/48	45.8%
Year 3	11/46	23.9%
Year 4	14/39	35.8%
Year 5	16/53	30.1%
Year 6	17/45	37.7%
SEND	*34/63*	53.9%

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of disadvantaged pupils is worse than that of non-disadvantaged pupils.

The challenge is to work with parents to ensure that children attend school on time and regularly. Through regular punctual attendance pupils will be able to access more of the curriculum and engage in being a greater part of the class. In February 2015, the DfE published a report 'The link between absence and attainment at KS2 and KS4' establishing the link between attendance and attainment.

Our current figures for attendance are better than the average national statistics on attendance for both FSM 6 (pupils that have been eligible for free school meals in the last 6 years and are included in our funding) and non-FSM 6. However, there is a difference between our non-FSM and FSM pupils. It is also important to identify that these are individual pupils in our school and that their attendance and punctuality can have an impact on their individual outcomes. |

	National primary 2018-2019		Current (September 2021)	
	Authorised	Unauthorised	Authorised	Unauthorised
FSM 6 average absence	9.5	7.2	7.3	4.9
Non-FSM 6 average absence	10.41	4.2	4.2	1.78

	Average number of late marks	Number of pupils with more than 10 late marks
FSM 6	2.0	8 pupils
Non-FSM 6	0.71	4 pupils

Challenge number	Detail of challenge
2	There is larger percentage of the pupils identified as FSM6 on the SEN register than typical across the school. This means that there will be pupils who not only need additional support for their specific learning needs but also, they may need additional tailored or focus work to support progress.

It is important that these pupils have access to quality first teaching and teachers are acutely aware of their needs and them as individuals. Teachers need support from staff to deliver direct intervention and support that compliments the class teachers work with the pupil.

3 | Pupils that are identified as pupil premium have lower attainment levels across school than those not identified as pupil premium. Pupil premium children as a cohort make good progress at Shaftesbury Park Primary School. At times the progress that they make is more significant than pupils not identified as pupil premium, however this is not consistent and the attainment gap persists. These academic outcomes are present at each phase of primary education at Shaftesbury Park Primary School.

	passed the phonics screening in 2020
PP eligible	60%
Not PP eligible	89%

	% at Age related expectation for reading		% at Age related expectation for writing		% at Age related expectation for maths	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
Whole school	78%	70%	75%	64%	79%	65%
Y1	74%	82%	74%	53%	77%	71%
Y2	68%	63%	75%	75%	75%	75%
Y3	80%	75%	76%	58%	76%	67%
Y4	82%	67%	76%	57%	94%	81%
Y5	83%	67%	79%	81%	88%	57%
Y6	85%	70%	73%	61%	85%	70%

<table>
<tr><td></td><td>Across all the year groups in 11/18 cases PP groups made faster progress than non-Pupil Premium pupils. As a whole school the Pupil Premium group closed the gap by 15% and 10% in number of pupils at age related expectation (ARE) in Reading and Writing respectively.</td></tr>
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4	There is a higher proportion of pupil premium children that are receiving reflection sheets in comparison to those not identified as pupil premium. This may be related to the wider range issues that children have in their lives and the pressures that they feel on a day to day basis.

It is important that these two aspects are well covered in this area of challenge, that children are able to regulate behaviour within the school and also that there is a group that works alongside the school in which pupils are able to access to identify their own needs. It is also important to identify that there can be a causal effect between academic engagement and negative behaviours. Where pupils' needs are not met they can disengage more from their lessons. This may subsequently link to lower academic outcomes. To address this, it is important that school has embedded systems that support and work along-side the academic and social support we provide.

	2017-18	2018-19	2019-20	2020-21
% of behaviour incidents attributed to FSM 6 eligible pupils	54	43	53	36
% of pupils identified as FSM 6 in school	34%	27%	28%	34%

5	Pupils identified as pupil premium may have reduced opportunities to engage with wider cultural events and activities due to financial constraints. The curriculum we use has a topic approach to develop as much of a broad, international and connected knowledge base. However, without some of the hands on and real-world experiences pupils will be at a disadvantage compared with those that have these experiences.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, which are intended to address the challenges identified above, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance of all pupil and close the gap for PP pupils	See table below for targets
Ensure appropriate provision meets the needs of PP pupils with SEND	Individual plans identify specific challenges for individuals and smart targets have are met. Data will be collected on the percentage of smart targets achieved each year for these pupils and compared. SENCo and Assistant SENCo to monitor appropriate challenge of targets.
Improve the percentage of all pupils passing the phonics screening and close the attainment gap for PP eligible pupils in each year group. Increase the percentage of PP eligible pupils in KS1 and KS2 attaining both age related expectation and greater depth.	The percentage of pupils passing the phonics screening increases each year, including the percentage of PP eligible pupils. The percentage of PP eligible pupils passing the screening will exceed the national average for all pupil by 2023. The percentage of pupils passing attaining ARE increases each year, including the percentage of PP eligible pupils. The percentage of PP eligible pupils achieving ARE in KS1 and KS2 is in line with national for all pupils by 2023. The percentage of KS2 PP eligible pupils achieving greater depth is in in line with national for all pupils by the 2023.
All pupils can manage their behaviour within the setting	Data for total number of reflection sheets in currently not a useful tool for comparison due to the reduced school attendance over the past 2 years. The success criterion therefore is to see a reduction in the total number of reflections sheets as a total each term (terms compared with like over the next 3 years) and a year on year decrease in reflection sheets.
All pupils have a broad curriculum with enhanced learning opportunities.	A programme of high-quality trips is established for all pupils. All PP eligible children to access a residential trip in either Year 3&4 and Y5&6.

This table shows the aim for reducing the percentage of authorised and unauthorised absences of pupils eligible for PP funding and those not eligible, whilst reducing the gap between them.

Percentage of authorised and unauthorised absences	National primary 2018-2019		Current (September 2021)		Summer 2022		Summer 2023	
	Authorised	Unauthorised	Authorised:	Unauthorised	Authorised	Unauthorised	Authorised	Unauthorised
FSM 6 Average absence	9.5	7.2	7.3	4.9	6.0	4.0	4.5	2.5
Non FSM 6 average absence	10.41	4.2	4.2	1.78	3.5	1.5	3.0	1.0

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: £ *20,757*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing standardised assessments of pupils learning and use of gap analysis.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	3,2
Ongoing CPD ensuring that teachers are effectively trained to deliver our unique curriculum	Ensuring staff are well supported and skilled to deliver our unique curriculum is integral to its implementation and how we measure teacher effectiveness.	2, 3
A programme of release time for subject leaders to meet with pupils and discuss their learning.	Ensuring that curriculum leaders have the time to talk to pupils to ensure that the curriculum is meeting their needs and they are able to identify key learning point will help to shape the future learning of pupils.	2,3
A new approach to SEAL lessons, moving to JIGSAW as a whole school approach to PSHCE and SRE.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	1, 2, 4
Additional teaching staff 2 days a week.	Providing teachers with the time and opportunity to deliver interventions within the school day will ensure that children learning needs are accurately met by a trained member of staff that knows them.	2,3

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

Budgeted cost: £ *88,750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3
Additional teachers – assistant head teacher and deputy head teachers working within year groups teaching alongside classroom teachers taking small groups.	Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 3
Reducing class sizes, the activity above will have a dual effect as it will remove pupils from classes for small group work.	Additional teachers – assistant head teacher and deputy head teacher working within year groups teaching alongside classroom teachers taking small groups.	2, 3
Teaching assistants in place to support those pupils with a variety of needs including SEND	However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	2, 3
Literacy support specialist teacher to work with school in identifying and supporting pupils needs	Specialist intervention and support for teachers will allow them to support pupils, target their work and support progress.	2

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

Budgeted cost: £ *69,022*

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Family liaison	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A family work who can support and engage with families to support the EWO work within school.	1
Learning mentor	The learning mentor will work with pupils at risk and support their social and academic needs in school. This will increase attendance and punctuality.	2, 3, 4, 5
Whole staff training on behaviour and mindfulness through UP	Both targeted interventions and universal approaches can have positive overall effects. (EEF)	1, 2, 3, 4
UP therapeutic service to support individual pupils high level needs that would otherwise not be addressed in the community.	This will support pupils who may have additional behavioural needs and support teachers in working closely with these pupils. Pupil's therapeutic needs being met means they will be better placed to engage with the curriculum.	1, 2, 3, 4
Skills builder trips, experience day and training for staff as part of our enterprise curriculum	The provision of very high-quality hands-on trips to apply the learning that the pupils have untaken is an essential part on broadening horizons and embedding knowledge. This is accompanied by training for all staff on delivery of enterprise education.	1, 2, 3, 4, 5
Magic breakfast to ensure that pupils are able to access breakfast club and ensure that they have an appropriate breakfast before starting the day.	Pupils who do not arrive on time to school will miss out on learning time and also be impacted on socially. The provision of breakfast club ensures that pupils are onsite for the start of the day.	1, 3

	Ensuring that all pupils have access to a healthy breakfast and are not hungry or malnourished will facilitate them in accessing the lessons. Pupils will be unable to learn effectively if they are hungry.	
Provision for all pupils to have trip costs supported or met.	This will enhance the curriculum offer for all pupils and support parental and family engagement with school.	4, 5
Music provision/ Enhancement weeks Ensuring a wide spanning curriculum that gives all pupils an opportunity to shine.	Ensuring that all pupils have the opportunity to demonstrate their individual skills will enhance self-esteem and promote positive engagement with school and learning.	1, 4 ,5

Total budgeted cost: £ *178,529*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact of the pupil premium and catch up spend shows a positive impact on pupil premium pupils' progress based on the school's internal data. This progress, however, is within year and does not mitigate the overall attainment lost compared with previous years attainment points. Whilst it is positive to say that progress was made for this group and others in school it is important to understand that this is in a wider picture of an overall drop in the typical attainment profile of the school.

The largest parts of the school pupil premium spend are related to two direct areas that will also have been affected through the pandemic and from the analysis it is right that those areas continue to be addressed. The main focus of the spend has been on

- pupils' mental wellbeing and
- direct teaching support.

The table below shows the percentage of pupils working at Age Related Expectation (ARE) or above for Reading Writing and Maths. Baseline assessments were done Autumn term so we could track the progress of these groups through the year. There was little data for 2019/20 that we were secure represented the true situation of the pupils as a group, so we tracked primarily on individual bases, but have collated the data as a whole for the end of 2020/21.

Whole school	Reading		Writing		Maths	
	On track or higher		On track or higher		On track or higher	
Green cells indicate improvements	Autumn	Sum	Aut	Sum	Aut	Sum
Pupil Premium	51.0	70.6	54.5	63.7	66.3	64.7
Not Pupil Premium	72.6	77.7	77.3	75.4	79.9	79.3

Progress within the group of pupils identified as pupil premium was strong for both Reading and Writing. In Reading we saw a movement of 19% of pupil premium pupils from 'below ARE' to 'at expected age related expectation' or 'above expected age related expectation', and in Writing we saw a movement of 9.2% of pupils from 'below' to 'ARE' or 'above'. The continued progress of pupils or maintenance of where they were in

Autumn based on 2 terms present in school and 1 term virtual supports the positive impact of the pupil spend. The DfE find in "Understanding progress in the 2020/21 academic year Interim findings January 2021" that "Estimated learning loss in reading 2020/21" for Year 3 – Year 6 ranged between 1.8 and 2.0 months. The maintenance and progress over the school year demonstrates the reversal that was needed and achieved.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*	During the 2020-21 period the school used standardised assessments to support judgements and measure progress. Assessments we used were: • Progress and Understanding in Maths (PUMA) • Progress in Reading Assessment (PiRA) • NFER Reading Assessment • NFER Maths Assessment • National Curriculum KS1 Tests • National Curriculum KS2 Tests • National Curriculum Phonics Screening Materials

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.