

Pupil premium strategy statement

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 | Shillington Lower School |
| Number of pupils in school | 113 (Oct 21 census) |
| Proportion (%) of pupil premium eligible pupils | 9% (PP funding based on 10 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 (2022 to 2023) |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Sarah Woodham |
| Pupil premium lead | Ciara Dumpleton |
| Governor / Trustee lead | Carol Summerfield |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £16,260 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £18,260 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by our vulnerable children. Our approach is responsive to common challenges and individual needs.

As of 2021-2022, Shillington Lower School have adopted the **RADY (Raising the Attainment of Disadvantaged Youngsters)** approach to close gaps between our disadvantaged pupils and their peers both in terms of attainment and holistic opportunities and experiences through focusing on equity not equality. This is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. It is our intent to: **raise expectations, raise awareness and raise aspirations.**

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An **uplift will be applied for disadvantaged youngsters** at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity. For the first year of implementation this will only be applied to one focus cohort.
- RADY will form the **Golden Thread** through our school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve **proportional representation for disadvantaged youngsters in all aspects of school life** by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- From the **end of 2021-2022 staff and governors of the federation will understand what RADY is** and be able to articulate what we are doing to increase the attainment of our disadvantaged youngsters.

We will be entering out second year of RADY in 2022/23.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p><u>Attainment</u></p> <p>Internal assessments indicate reading, writing and maths attainment among our disadvantaged children is below that of their non-disadvantaged peers made worse by the impact of Covid 19 and varying levels of engagement during remote learning.</p> <p>Some children struggle to retain previous learning into long term memory (knowing more, remembering more).</p> |
| 2 | <p><u>SEMH & Wellbeing</u></p> <p>Our assessments (including wellbeing survey), observations and discussions with children and families have identified a range of behavioural, social, and emotional needs. These challenges particularly affect our disadvantaged children, impacting on their readiness for learning, self-esteem and attainment.</p> <p>Teacher/ parent referrals for support increased during the pandemic and ongoing support is still required. 70% children in Shillington of whom are disadvantaged currently require additional support with behaviour, social and emotional needs.</p> <p>Covid 19 has impacted negatively on children's levels of emotional resilience, self-belief and growth mindset and as a result, children can lack resilience when facing cognitively demanding activities.</p> |
| 3 | <p><u>Language skills & Vocabulary</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps which are more prevalent among our disadvantaged children than their peers.</p> |
| 4 | <p><u>Low cultural capital</u></p> <p>Lack of a breadth of experiences that enable disadvantaged children to contextualise their learning and broaden their opportunities.</p> |
| 5 | <p><u>Additional needs</u> A number of our disadvantaged children also have additional needs such as SEND. This results in many of these children often struggling with basic concepts and requiring additional support/provision/services in order to raise achievement.</p> <p>2021-2022: 27% of our disadvantaged children are also on the SEN register</p> |

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| | 2022-2023: 30% of our disadvantaged children are also on the SEN register. |
| 6 | <p><u>Parental engagement and parenting skills</u></p> <p>Internal monitoring (and restrictions due to COVID 19) highlights reduced parental engagement and support amongst our disadvantaged pupils.</p> <p>Due to restrictions and limitations in support the school could offer during National Lockdowns and partial school closures we also continue to see issues around parenting skills.</p> <p>This continues to be a greater issue for disadvantaged children than non-disadvantaged children and remains a focus in 22/23.</p> |
| 7 | <p><u>Attendance</u></p> <p>PP attendance is 6% below that of whole school attendance. A rise in Covid cases impacted attendance during 2021-22. Attendance remains a focus as research indicates that absenteeism negatively affects all pupil's progress inclusive of disadvantaged pupils'. This is stated in the 2022 Working together to improve school attendance DfE guidance.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| <p><u>Attainment</u></p> <p>Disadvantaged children who do not have a SEND need, to achieve strong outcomes at the end of the academic year and make accelerated progress to diminish the gap between them and their non PP peers.</p> | <ul style="list-style-type: none"> • Outcomes show that all gaps have closed/reduced significantly between PP and non-PP children in reading, writing and maths in each year group. • Higher percentage of children reach age related expectations in Reading, Writing and Maths. • Children achieve the expected standard in the Year 1 & 2 phonics check and Year 4 Multiplication check |
| <p><u>Quality First Teaching</u></p> <p>To ensure longer term learning for our disadvantaged children by using a range of strategies to help 'make learning stick' so that children know more and remember more.</p> <p>Gaps in knowledge and understanding as a result of lockdown will be identified and addressed through adapting the curriculum, frequent low stakes testing/retrieval practice and spaced practiced to develop long term memory.</p> | <ul style="list-style-type: none"> • Children will demonstrate their understanding through making connections to prior learning. • Teachers will embed retrieval practice strategies within delivery of learning sessions. • Teachers will have a sound understanding of the theory behind learning and memory. • Children will have understanding of how they learn and draw on strategies/engage in strategies which |

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| | enables the learning to 'stick'. They will regulate their own learning, knowing which strategies are a strength for them and identifying which areas they need to improve. |
| <u>Additional Needs</u> The needs of disadvantaged children with additional barriers to their learning are addressed and access appropriate, evidence-based, highly effective provisions and/or external services without delay in order to make accelerated progress | <ul style="list-style-type: none"> Monitoring and analysis of provisions and external services being used/accessed indicate that all are effective. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. Children make at least expected progress from their starting points. |
| <u>SEMH & Well being</u> Children's basic, emotional and mental health needs are being met ensuring readiness for learning, high levels of self-esteem and greater levels of emotional resilience | Wellbeing evidenced by: <ul style="list-style-type: none"> Qualitative data from pupil voice, and parent surveys and teacher observations. Use of The Pupil Attitudes to Self and School Survey (PASS) to help identify barriers to learning, in order to ensure wellbeing and positive outcomes. Fewer referrals being made to pastoral support worker. Highly trained Pastoral/Behavioural Support workers offering high quality provisions – continuation of CPD and development of opportunities to support children and families. Relevant interventions show impact through positive engagement in learning and children's attitudes. |
| <u>Cultural Capital</u> Children have access to high quality cultural capital experiences in line with non PP peers to develop the whole child and have access to the same life experiences as their peers. | <ul style="list-style-type: none"> Ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. There will be an equitable approach to supporting our disadvantaged children across the whole curriculum and in regards to cultural capital There will be proportional representation of disadvantaged children in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc. |
| <u>Language skills & vocabulary</u> | <ul style="list-style-type: none"> Disadvantaged children's language/communication difficulties |

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| Improved oral language skills and vocabulary in children's early language and communication development is prioritised in EYFS and KS1 which lead to improvements in KS2. | <p>identified early and show improved levels of oracy, increased confidence in communication and use of wider breath of vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p> <ul style="list-style-type: none"> • |
| <p><u>Parental engagement</u></p> <p>Parents are well supported to meet all the needs of their children both academically, socially and emotionally.</p> | <ul style="list-style-type: none"> • Attendance is at least 96% • Greater involvement/participation of disadvantaged children's parents at school events such as parent workshops and parent drop ins. • Qualitative data from parent surveys and teacher observations |
| <p><u>Attendance</u></p> <p>Improved attendance</p> | <ul style="list-style-type: none"> • PP attendance is at least as good if not better than the rest of the school and as good as LA/NA. • Overall attendance % for all children being no less than 96%, and the attendance gap between disadvantaged children and their non-disadvantaged peers to be in-line with one another. |

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: £2556

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Explore ways of making sure that learning sticks and use this to review curriculum, planning and activities children are asked to do. | <p>The EEF ‘Cognitive science approaches in the classroom: a review of the evidence’ states Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>EEF Metacognition and self-regulated learning states that there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies</p> <ul style="list-style-type: none"> • | 1,2 |
| Embed Eiklan strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | <ul style="list-style-type: none"> • Oxford Language Report indicates that over half of those surveyed (>1300) reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.’ • ‘Why closing the words gap matters’ 2018 • Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension • The EEF ‘Preparing for Literacy’ states that we should ‘Prioritise the development of communication and language’ | 1, 3,5 |

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| <p>Continue to work with Maths hub to sustain Teaching for Maths Mastery across all year groups</p> <p>EYFS and KS1 to engage in NCTEM's Mastering Number Project (Maths Fluency)</p> | <ul style="list-style-type: none"> • EEF Mastery learning approaches are deemed to provide +5 months impact on pupil achievement. • The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <ul style="list-style-type: none"> • The EEF 'Improving Mathematics in the Early Years and Key Stage 1' states 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.' | 1,5 |
| <p>Embed Eklan strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <ul style="list-style-type: none"> • Oxford Language Report indicates that over half of those surveyed (>1300) reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.' • 'Why closing the words gap matters' 2018 • Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension <p>The EEF 'Preparing for Literacy' states that we should 'Prioritise the development of communication and language'</p> | 1, 3,5 |
| <p>To ensure EYFS and KS1 school reading books are all closely aligned with the phonics long term plan and books are at an appropriate level to support phonic development.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> • The EEF 'Improving Literacy in KS1' states 'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.' | 1,3,5 |

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| Engage fully in the Raising Attainment for Disadvantaged Youngsters (RADY) project | <ul style="list-style-type: none"> • A Central Bedfordshire endorsed project which sets out to establish a whole school approach to raising attainment in disadvantaged children and bring about a long term improvement in outcomes. • The EEF 'High-quality teaching' states 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' | All |
| Rewriting of the behaviour policy and staff training on behaviour management approaches with the aim of developing our school ethos and continuing to improve behaviour across school with a consistent approach | <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year – 'Improving Social and Emotional Learning in Primary Schools'</p> | 1, 2 |
| Team Teach training for staff to develop, promote and emphasise team building, personal safety, communication, verbal and non-verbal de-escalation techniques when dealing with challenging behaviour to reduce the need for physical intervention. | <p>According to EEF Behaviour interventions children who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</p> | 1,2 |

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

Budgeted cost: £11,966

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted Interventions including speech and language, phonics, reading, writing and maths to improve outcomes to narrow the gap between disadvantaged and others in school.</p> | <ul style="list-style-type: none"> • DfE research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. • Oral language interventions can have a positive impact on pupils' language skills. EEF results of large-scale effectiveness trial indicates +4 months. Oral language interventions Toolkit Strand Education Endowment Foundation EEF • EEF small group tuition +4 months • EEF HLTA/teaching assistant interventions +4 months • 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF | <p>1, 2, 3,5</p> |
| <p>Use of pastoral/behavioural support worker to support Mental Health and Social and Emotional issues</p> | <ul style="list-style-type: none"> • Whilst impacting on every child in the country, COVID 19 is likely to have a greater impact on the mental and emotional wellbeing of those children who were already disadvantaged. • We want to support the children's social emotional needs alongside their learning needs which is recognised in the DfE Supporting the attainment of disadvantaged pupils: articulating success and good practice research report as a recognised pathway to raising the attainment of disadvantaged pupils. • NFER suggests that in order to support children's learning, emotional support needs to be provided to address any underlying issues. On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) according to the EEF Toolkit. | <p>1,2,5,6,7</p> |

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| Sign up to initiatives such as Letterbox club in order to support parental engagement | EEF toolkit Parental engagement +4 months. Feedback from previous years use of Letterbox club and the positive impact this has had on children and parental engagement/support at home. | 1,2,5,6 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3738

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Provide practical strategies to support learning at home through phonics, reading, writing and maths workshops | The EEF 'Preparing for Literacy' states 'Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.' 'Working with Parents to Support Children's Learning' EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. | All |
| Embed of Pupil passports so staff become aware of holistic development areas. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning. | All |
| Introduction of SEND/PP/PS parent café/workshops | EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their | All |

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| | <p>children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>The EEF states 'Developing a holistic understanding of the needs of pupils, and strategies to support those needs, will require consistent and purposeful engagement with parents and families.'</p> | |
| Increased participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc. | EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled. | 2, 4, 5, 8 |
| Increase children's cultural capital experiences through accessing educational visits and visitors and enrichment opportunities | <p>Parent voice has shown that this has been popular and an effective strategy.</p> <ul style="list-style-type: none"> • The life experiences of some children are limited. Enrichment is a pathway to engagement, aspiration and therefore raised attainment. Exposure to a wider range of experience will enhance vocabulary, knowledge and enjoyment of learning. • In the past there has been a positive effect on soft outcomes for children across the schools including an improvement in a growth mindset and self-confidence. We do not want any of our children to be disadvantaged because of financial circumstances | 1, 2, 4, 5, 6 |
| <p>To continue to monitor attendance and work with parents to ensure this is high for disadvantaged children.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and Working Together 2022</p> | Clear evidenced link between attendance and attainment. NFER briefing for school leaders identifies addressing attendance as a key step. | 1, 2, 6, 7 |

Total budgeted cost £18,260

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 2021 to 2022 academic year.

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| <p>Disadvantaged children who do not have a SEND need, to achieve strong outcomes at the end of the academic year and make accelerated progress to diminish the gap between them and their non PP peers.</p> | <p>Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning.</p> <p>Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.</p> <p>Attainment:</p> <p>100% achieved their targets in reading of which 71% were ARE or above</p> <p>71% achieved their targets in writing of which 57% were ARE or above</p> <p>100% achieved their targets in Maths of which 71% were ARE</p> <p>Uplifted targets of the PPG children in year 3, as part of the RADY pledge:</p> <p>100% achieved uplifted reading targets (75% at age related expectations)</p> <p>100% achieved uplifted target in writing (75% at age related expectations)</p> <p>100% achieved uplifted age related target in maths (75% at age related expectations)</p> <p>50% of PPG children passed the Year 1 phonics screening</p> <p>0% of PPG children including those with SEN passed the year 2 phonics screening.</p> <p>Although no official pass mark for Yr 4 Multiplication check, all PPG children achieved less than 80%.</p> <p>33% of the eligible Yr 1-4 PPG chn engaged in school led tutoring focusing on English and Maths. In some cases, Covid absences hindered the ability receiving/delivering tuition.</p> |
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| | 60% of children who received school led tuition achieved their targets within the focus area of tuition. |
| To ensure that the needs of disadvantaged children with additional barriers to their learning are addressed | <p>Attainment</p> <p>40% achieved their end of year targets in reading 40% achieved their end of year targets in writing 60% achieved their end of year targets in maths</p> <p>SEN pupil passports reviewed half termly and impact of interventions evaluated and new targets set.</p> |
| Children's basic, emotional and mental health needs are being met ensuring readiness for learning, high levels of self-esteem and greater levels of emotional resilience | <p>59% of our PPG children receive high quality personal provision from behaviour/pastoral support worker which has included parental support. Children have strategies which they have been taught to use in class to help them regulate and access the learning. It is giving them greater independence to manage their needs.</p> <p>Autumn 2021 PASS survey identified 8% (1 child, also SEND) of PPG children's responses as an immediate concern. Children's responses showed a low self-worth. Interventions were put in place to support these areas of concern to ensure wellbeing and positive outcomes.</p> <p>In the follow up survey this had improved. Two children have flagged up with lower preparedness to learn, this will be picked up in the new term with some support.</p> |
| Children have access to high quality cultural capital experiences in line with non PP peers to develop the whole child and have access to the same life experiences as their peers. | <p>All PPG children have participated in opportunities across the school such as school council, swimming and extra-curricular clubs.</p> <p>Fully or part funded educational visits/ residential trip to enhance their learning, have enabled all PPG to have the same experiences as their non PP peers and social economic gap is reduced.</p> |
| Improvement in children's early language and communication development is prioritised in EYFS and KS1 which lead to improvements in KS2. | <p>Improved levels of oracy, increased confidence in communication and use of wider breadth of exposure to vocabulary evident in EYFS.</p> <p>50% of the children in year 1 met the phonics standard.</p> |

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| Parents are well supported to meet all the needs of their children both academically, socially and emotionally. | <p>Attendance is 91%. 33% of our PP children's attendance has been affected by COVID whilst unauthorised holidays and family issues have been identified as additional reasons for absences. These absences were flagged with attendance officer.</p> <p>Pastoral/Behavioural support worker has supported a number of PP children's families to ensure they are engaged with school.</p> <p>Regular communication with parents about children's learning and ways to support learning is shared via Seesaw. All PP families have signed up to Seesaw.</p> |
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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 |
|--------------------------|--------------------|
| Spelling Shed | Education Shed Ltd |
| Times Tables Rocks Stars | |

