

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shaw C of E Primary.
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	29 (Additional 3 Service) 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	21/9/21
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Hayley Martin-Hall/ Kathryn Clark
Governor / Trustee lead	Jo Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,640 (PP)
	£1,320 per person
	£930 (Services)
	£310 per person
	£7,035 (Post LAC)
	£2,345 per person
	Total: £43,605

Recovery premium funding allocation this academic year	£3625 (based on 25 pupils.)
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	£47,230

Part A: Pupil premium strategy plan

Statement of intent

At Shaw Church of England Primary School we are committed to creating a happy, positive environment where all children thrive academically, socially, and spiritually. Christian values are central to all we do. This is articulated in our unique “Mission Shaw” story, which encompasses personal learning goals, Christian values, spirituality, and developing a strong, healthy mindset. Our curriculum ensures clear progression of knowledge and skills to enable children to develop understanding from their individual starting points. We ensure language for learning is embedded across the school to support children’s learning, as well as rich experiences to widen the children’s vision of our amazing world.

When considering all our pupils, but in particular our disadvantaged pupils we ensure we provide outstanding quality teaching first, this includes:

- *Keeping all staff up to date so they have the knowledge and skills to close the gaps.*
- *Providing an environment which enhances Cultural capital that inspires learners with passionate adults.*
- *Having high expectations of disadvantaged pupils so they are achieving inline or exceeding other pupils in the school,*

Our ultimate objectives for our Pupil Premium are:

- For all children to feel valued and challenged in their learning
- To narrow the gap between disadvantaged and non disadvantaged
- To identify barriers to learning in order to fully support the child as a whole, especially for those with SEND
- Staff to be skilled and take responsibility for the progress and achievement of all
- For families to feel well supported in their child’s education
- To monitor and review the impact of strategies used to ensure progress

We believe by embedding Shaw Values through Mission Shaw children will leave Shaw school feeling inspired by the opportunities and experiences given, having the skills and knowledge to be healthy and responsible citizens.

Challenges

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

Challenge number	Detail of challenge
1	Poor vocabulary knowledge. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	SEN – 25% of the children entitled to PP Grant are also on the SEN register
3	Attitudes to learning. Our recovery curriculum, observations and discussions with pupils indicate that the growth mindset, resilience and approach to learning has been effected by the partial school closures. Our disadvantaged groups are less likely to take risks and be independent with their learning.
4	Further gaps in learning due to school closures and home learning Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, phonics and writing.
5	Assessments and observations show that reading is an area of weakness for children entitled to the PP Grant, despite an area of strength across the school. The school closures have significantly had an impact on experiences and exposure to literature for our disadvantaged groups of children.

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 develop vocabulary	<ul style="list-style-type: none"> • Children to have a better understanding of words • TAs to have had training on developing Word Aware vocabulary in their classes. • Teachers to be explicitly teaching vocabulary

	<ul style="list-style-type: none"> • Pre learning and over learning activities to develop vocabulary
SEN – 25% of our children entitled to the Pupil Premium grant are also SEN.	<ul style="list-style-type: none"> • To develop approaches to tracking SEN children through reading, maths and spelling ages to ensure small steps of progress are measured. • Pupil provision maps to be used to identify small achievable targets
To improve attitudes to learning	<ul style="list-style-type: none"> • Pupils to be engaged in learning • Pupil voice questionnaires to speak positively about school events. • Pupil will take risks in learning, cope with the challenges of change, display resilience and feel motivated. • Pupils will be socially confident and maintain friendships.
To provide a Recovery Curriculum in order to address gaps and aid returning to school	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. • Pupils through pupil voice feel safe, secure and supported. • Subject leads and class teachers to be aware of the gaps through COVID closures.
For attendance to match school average for PP children	<ul style="list-style-type: none"> • Attendance diminished between Pupil Premium and Non Pupil Premium Pupils • Monitoring systems to track attendance monthly with immediate action.
To improve reading ARE results for children entitled to the Pupil Premium Grant as reading is an area of weakness for children entitled to the PP Grant, despite an area of strength across the school	<ul style="list-style-type: none"> • Use pupil voice to engage- reading experiences, reading interests • Set up a reading group targeting areas from pupil voice • Staff to target interventions, review impact on PPPP • Use targeted resources from Wiltshire Resource Hub • CPD Reading, Hert Hub for English Lead, a teacher from KS1, teacher from KS2 • Reading for pleasure to be a focus in every class and across the school to enable a rich diet of books for all children
Parents involved in school activities	<ul style="list-style-type: none"> • Parent questionnaires to show Parents feel more involved in learning. • Use 'Jigsaw Families' to engage parents. HT and two TA/Family links staff to carry out training and start this support.

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: £30,466.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of teaching for all.</p> <p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminish difference</p> <p>Allocated class TA support, including interventions for every year group – Supporting non-negotiable of Quality First Teaching.</p> <p>This enables marking in the moment and quality feedback at the time.</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral to improve.</p> <p>Parents to be provided with clear and timely information on how well their child is progressing and how well they are doing in</p>	<p>EEF research shows that feedback can improve learning outcomes with +8 months progress.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Pupil Progress Data Learning walks Observations Pupil Books Parent Communications <p>Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions / analyse quality of teaching and impact on attainment and progress.</p> <p>Intervention groups will be managed effectively and adjusted in line with data capture analysis.</p>	<p>1,2,3,4,5</p>

<p>relation to the expected standards.</p> <p>For the difference to diminish between Pupil Premium and Non- Pupil Premium children.</p>		
<p>To close the gap of children reaching ARE to be more in line with their peers</p> <p>Allocated class TA support, including interventions for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Teaching Maths daily using the Mastery Approach</p> <p>Further tracking through Maths ages to develop an understanding of gaps in learning</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral to improve quality first teaching.</p> <p>Continuation of arithmetic sessions each day</p> <p>WHF training from Steve Lomax To enable PP children to attain ARE in maths and fulfil their academic</p>	<p>The EEF toolkit research shows that children can make +5 months progress using the mastery approach.</p> <p>Evidence: Pupil Progress data Learning walks Observations Pupil books Evaluation and tracking of maths ages for those not reaching ARE. Pupil provision plans monitoring small steps of progress</p>	<p>1,2,3,4,5</p>

<p>potential based on their relative starting points.</p>		
<p>To raise attainment in Writing to close the gap between PP and their peers.</p> <p>Allocated class TA support, including interventions for every year group – Supporting non-negotiable of Quality First Teaching</p> <p>Specific modelling of meta cognition – modelling writing and discussing the process and learning taking place.</p> <p>Further tracking through spelling ages to develop an understanding of gaps in learning</p> <p>Pupils to capitalize on opportunities to use feedback, written or oral to improve quality first teaching</p>	<p>EEF Research shows teaching children meta-cognition can add +7 months</p> <p>Evidence: Pupil Progress data Learning walks Observations Pupil books Evaluation and tracking of spelling ages for those not reaching ARE. Pupil provision plans monitoring small steps of progress</p>	<p>1,2,3</p>
<p>To raise attainment in reading to close the gap between PP and their peers.</p> <p>Allocated class TA support, including interventions for every year group –</p>	<p>EEF toolkit research</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can</p>	<p>5</p>

<p>supporting non-negotiables of Quality first teaching</p> <p>New whole class approach to teaching reading with explicit teaching of reading</p> <p>Use of simple view of reading by teachers to identify the strengths and weaknesses of children's reading abilities.</p> <p>Children who are falling behind to be heard read more regularly in school by staff or volunteer helpers.</p>	<p>struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	
<p>Key Stage 1 and Key Stage 2 Reading Fluency Project.</p> <p>This CPD, delivered by advisers from the Herts for Learning team, provides a thorough overview of the transformational teaching strategies used within their Key Stage 1 and Key Stage 2 Reading Fluency Project, which draws upon proven reading strategies to improve pupils' trajectory towards the expected standard (EXS) in reading in KS1 and KS2.</p>	<p>The EEF recommends that schools, 'use high-quality structured interventions to help pupils who are struggling with their literacy.' (<i>Improving Literacy in KS1</i>) Ofsted state that, 'a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading' and that learners should 'read widely and often, with fluency and comprehension.' (<i>Education Inspection Framework</i>)</p>	2,3,5

<p>This project has been known to have the following outcomes after 8 weeks in KS1:</p> <p>75% of pupils on the project made more than 6 months' progress in reading comprehension age</p> <p>66% of pupils moved up at least 1 book band</p> <p>On average, pupils made 9 months' progress in reading accuracy age</p> <p>Pupils also typically demonstrated increased stamina, improved reading accuracy, increased enjoyment of reading, heightened confidence and improved engagement with a range of reading material.</p> <p>Outcomes following 8 week intervention in Key Stage 2</p> <p>Pupils have made an average of 2 years 3 months' progress in their reading comprehension age</p> <p>Pupils have also typically demonstrated increased stamina, improved reading accuracy, increased enjoyment of reading, heightened confidence and improved engagement with a range of reading material.</p>		
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<p>£200 of Recovery premium to be used for this training.</p>		
<p>Whole school training will ensure staff can best support all PP children's development and attainment. Understanding barriers to learning.</p> <p>Additional staff training on Pupil Premium – leading to diminishing differences</p>	<p>According to the EEF, interventions studies provide a strong indication that TAs can improve learning if they are trained and deployed carefully.</p> <p>Evidence: Pupil progress meetings Pupil Progress Provision Plans Staff meeting and TA meeting agendas Learning walks</p>	<p>1,2,3,4,5</p>
<p>Teaching of language for learning to be more explicit in class teaching</p> <p>Staff training and TA training on the teaching of vocabulary.</p> <p>Opportunities for pre-learning and over learning</p>	<p>Research shows that the attainment gap is often due to vocabulary gap in children.</p> <p>The EEF toolkit suggests that oral language interventions can add 5 months progress</p> <p>Evidence: Pupil voice Children using more adventurous vocabulary in written and spoken language</p>	<p>1</p>
<p>To use recovery Curriculum to address gaps after school closure</p> <p>Staff training on the Recovery curriculum</p> <p>Staff training on Jigsaw resources to aid activities on the return to school</p>	<p>EPI (Education Policy Institute) research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap.</p> <p>Research on attainment of children who have missed significant periods of schooling suggest a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss.</p> <p>The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to</p>	<p>1,2,3,4,5</p>

	<p>need to provide more pastoral and mental health support for pupils.</p> <p>Evidence: Pupil voice Re-arranging the curriculum in order to provide more opportunities for required activities.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide support for parents and improve parental engagement.</p> <p>Staff training on Jigsaw Families</p> <p>Introduction of Jigsaw families £360 to run each set of 6 weeks £1,440 to run this 4 times between Christmas and Summer – Recovery Premium funding to be used.</p> <p>Use of Class Dojo to involve parents in learnings.</p> <p>Use of individual messages on Class dojo to improve engagement.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages</p> <p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	2,3,4

<p>To provide school led tutoring to those who need it - £945 of Recovery premium used to top up the 25% needed for school led funding</p> <p>This will enable us to carry out small group or one to one tutoring, initially supporting children in Year 2 and 6 and then Years 1 and 5.</p>	<p>According to the EEF toolkit the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p>	<p>4,5</p>
<p>To provide one to one tutoring or small group work to reduce the gap between PP and non PP children.</p> <p>70 hours of TA time using £1,040 of Recovery Premium funding.</p>	<p>According to the EEF toolkit the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p>	<p>4,5</p>

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

Budgeted cost: £13,338.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of PP children to match non Pupil Premium children</p> <p>Monthly monitoring of attendance Identify barrier, work with families to overcome challenges Signpost to Jigsaw Families as appropriate.</p>	<p>If children are in school they are more likely to make expected progress.</p>	<p>3</p>
<p>To support PP children with emotional and behavioural support.</p> <p>ELSA to be targeted to PP as needed. 6 week intervention</p>	<p>EEF research suggests +4 months if interventions are used to target social and emotional learning.</p> <p>Evidence: Pupil voice Parent voice</p>	<p>2,3</p>
<p>Good Quality Teaching First. All classes to use Jigsaw for PSHE, a mindfulness approach to support wellbeing.</p> <p>Maintain Jigsaw flagship status.</p> <p>PP child to access the Jigsaw Resilience Programme as an</p>	<p>Monitoring of PSHE lessons Monitoring of CPOMS Pupil Provision Meetings</p>	<p>2,3</p>

intervention as appropriate		
PP children are engaged in all aspects of school life	Being part of outdoor adventure learning can improve progress by +4 months according to the EEF	

Total budgeted cost: £47,230

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Activity area 2021/21	Impact from 2020 - 2021
Teaching and interventions	<p>Due to no data at the end of 2021 this is hard for us to establish any measurable effect of teaching and interventions. However, using the November data we can draw the following conclusions.</p> <p>Progress</p> <p>73% of PP made expected or better than expected progress in Maths. Unfortunately, 5 children have fallen from on track to below and 1 has fallen from GDS to on track. This will need to be a real focus next year. Some of this is due to lockdowns and other issues the children have been facing.</p> <p>86% of Pupil premium children made expected or better than expected progress in writing, with two children falling behind from on track to not on track.</p> <p>Only 52% of children made expected or better than expected progress in reading, with 9 children falling behind from meeting to being not on track.</p> <p>This will need to be a major area of focus next year.</p> <p>Attainment</p> <p>50% of Pupil Premium met ARE in Maths this year. This obviously is below national average which was 79% (in 2019) which</p>

	<p>leaves a gap of 29%. This will need to be a target next year to close this gap further.</p> <p>38% of Pupil premium children met ARE in writing compared with 78% nationally (2019). Giving a gap of 38%. This will need to be a focus next year to further close this gap.</p> <p>31% of Pupil Premium children reached ARE in reading. This is compared to a national average of 73% (2019) leaving a gap of 41%. This will need to be a major area of focus for us next year.</p> <p>Teacher training Day in November was spent looking at vulnerable groups and the cross over between boys, PP and SEN. Staff updated Pupil Provision plans to include trying new techniques to support children and spent time identifying the children's barriers to learning and how best to support them.</p> <p>A TA meeting was also held to ensure TAs are aware of the barriers of these children and how to support them best.</p> <p>This has enabled staff to develop clear targets with small steps of progress for these children.</p>
<p>Targeted support and Wider strategies</p>	<p>Residential unfortunately didn't happen again this year, but the Year 6s have had a trip week, the children entitled to Pupil Premium funding were offered this at a 50% discount in order for them to attend the days out.</p>

Data Context - Academic Year 2020/2021

- Due to Covid-19, there has been no official published / national data.
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems.

Staff completed Return to school information for all children on the Pupil Premium register and the next steps required in their learning.

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)

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.