



Pupil premium strategy statement 2021-22

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 Context	Data
School name	Shelley First School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	29/11/21
Date on which it will be reviewed	September 2022
Statement authorised by	Head Teacher
Pupil premium lead	Debra Knowles, Catherine Smith
Governor / Trustee lead	Jason Field

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£10970
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to provide a happy, safe and inclusive environment in which every child will thrive and reach their potential. **To enable them to develop as caring, respectful, resilient individuals who embrace learning and are well equipped for their next stage in life.**

Therefore, regardless of background or barriers, we want **all** pupils at Shelley First School to access a broad, balanced and enriched curriculum with quality first teaching and learning at its heart. Not all disadvantaged pupils receive allocated funding and this focus upon the quality of what is taught is an investment in our children and staff.

We aim to swiftly identify any barriers to learning for children and ensure provisions are carefully planned to address and remove these.

Our strategy is informed by research, including that of the Education Endowment Foundation and like all aspects of our School Development work is driven by and centred around our school vision and values.

Challenges

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

Challenge Number	Details of challenge
1.	Gaps in Phonic and reading
2.	Lack of fluency in writing including fine motor skills
3.	Gaps in reading and technical vocabulary limiting access to the wider curriculum
4.	Social and emotional needs impacting upon access to learning

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
The gaps in phonics and reading skills in our disadvantaged or vulnerable children are closed towards being at Age Related Expectations	<ul style="list-style-type: none"> • All children make expected progress from their starting points • Pupils working below the expected expectation make gains in progress • 6 weekly assessments in phonics indicate at least expected progress • Disadvantaged pupils make at least expected progress in reading • Reading books will be accurately matched to phonics ability
Lack of fluency in writing including fine motor skills	<ul style="list-style-type: none"> • All children make good progress in their physical development • Targeted support is in place this so that pupils make good progress in their writing
All pupils access the wider curriculum and demonstrate understanding of age related technical vocabulary	<ul style="list-style-type: none"> • All lessons take account of prior learning and include age related technical vocabulary • All lessons are structured to support regular retrieval practise • Pupils know more over time
Social and emotional support removes barriers to progress	<ul style="list-style-type: none"> • Pupils attend school and tell us that they feel safe and happy • Children learn to the best of their ability

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two day CPD RWINc for all relevant staff	<p>EEF Research: Quality First Teaching impacts the most of pupil progress and attainment. High teacher to child ratio enables more quality teacher intervention at a small group level as well as quality first teaching for all year groups.</p> <p>EEF Research: 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 pupils from disadvantaged backgrounds</p>	1,2
One day CPD for all KS2 teachers 'Literary Leaves'	EEF research indicates that: a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills has a positive impact	2
CPD for teachers regarding lesson structure and technical vocabulary linked to the wider curriculum	EEF research: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge	3
CPD 'Zones of regulation' for all staff Implement explicitly taught Emotional Literacy in classes	EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)	1,2,3,4

Additional allocation of time for SenCo to support SEMH strategies	EEF research recommendation: Model the social and emotional behaviours you want children to adopt	1,2,3,4
Financial curriculum planning targets support for the most vulnerable pupils	EEF Research: Quality First Teaching impacts the most of pupil progress and attainment. High teacher to child ratio enables more quality teacher intervention at a small group level as well as quality first teaching for all year groups.	1,2,3,4

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

Budgeted cost: £ Other School Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half Termly Attendance monitoring and rewards	Regular monitoring, support meetings and motivators have shown to have a positive impact on school attendance and pupils being happy in school.	4
Implement action planning to support well-being including Zones of Regulation	EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)	4

Total budgeted cost: £10970+ £2000 = £12970

Part B: Review of outcomes in the previous academic year (these were specifically linked to meeting needs during and post Lockdowns)

Aims for 20202-21	
<ul style="list-style-type: none"> ➤ Interventions in Maths/Literacy to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics ➤ Becoming a reading school, in line with Trust directive ➤ Providing an effective recovery curriculum (and organisation around home learning for part and whole school closures) ➤ Support for vulnerable pupils at all times including lunchtime ➤ Effective support for families to remove barriers (subsidised school trips and uniform, provision of basic equipment) ➤ Provision of curriculum enrichment via after-school clubs (when it is safe to do so) ➤ Provide intervention for social and emotional needs (Nurture sessions) ➤ Provide Handwriting and fine motor skills support ➤ Ensure that all staff are aware of our Disadvantaged pupils and of their needs 	
Provision	Outcome
<ul style="list-style-type: none"> • Enhanced staffing ratios to ensure effective support for disadvantaged pupils (inc.lunchtime) • Purchase of resources/additional staffing for individual pupils to enable access to curriculum • Provision of uniform for vulnerable pupils. • Access to sport and educational/emotional development experiences 	<p>DA Pupils made good progress from starting points (use of CPOMS)</p> <p>Behaviour remains a strength as monitored by Senior Leaders</p> <p>Monitoring of pupil wellbeing evidenced a smooth transition back to school. This was facilitated via sports and educational/ emotional development activities. The vast majority of SEND pupils and DA pupils accessed after-school clubs.</p> <p>All DA pupils are accessing after-school clubs</p> <p>Uniform provided for targeted pupils</p> <p>Attendance of DA pupils remains high – at least 96%</p>
<ul style="list-style-type: none"> • Targeted support for vulnerable pupils including Looked • After pupils- Interventions and small group work Nurture Support for targeted pupils (ETA staffing) 	<p>No serious incidents recorded this year.</p> <p>No Exclusions this year.</p> <p>CPOMS tracking shows actions impact positively for DA and vulnerable pupils</p>

	<p>Nurture has been targeted at the most needy bubble (due to Covid) and has impacted positively upon pupils (as evidenced in attendance, behaviour logs and monitoring)</p> <p>Surveys show that pupils remain happy at school, they can identify key adults and are able to get help if needed. This was evidenced in the 2021 survey.</p>
<p>Behaviour support and interventions; focused work with Ethos Academy, Communication & Interaction Team, Psychological Service, Speech and Language Therapy Service, CAMHS, Chews etc.</p>	<p>SEND pupils have accessed external support where necessary. Monitoring of the impact of this is ongoing.</p>
<p>CPD for staff around appropriate homework task to be most effective (quality of task)</p> <p>Communication with parents</p> <p>Resourcing</p> <p>Research into appropriate learning platforms.</p> <p>Consider which children will need to access funding for resources to ensure equality when working at home.</p> <p>Work packs for vulnerable children</p>	<p>Home/ online learning strategy in place and actioned.</p> <p>Parents surveys show high levels of engagement from parents/pupils, with very few pupils having limited access to learning.</p> <p>Vulnerable children have the resources that they need to access learning both at home and in school. The school provided devices to all pupils who required it.</p>
<p>Migration to Microsoft teams</p> <p>Children given own email accounts</p> <p>Planning time for recovery curriculum</p> <p>Planning time for lockdown procedures</p> <p>Welfare groups in place</p> <p>CPD for Teachers: online teaching</p> <p>CPD for ETAs: online teaching and use of Teams</p> <p>Children to be grouped with appropriate staff to enable them to have a 'key worker' type person to connect with for home support</p> <p>Staff booklet prepared for both Teachers and ETAs to enable them to know the expectations</p>	<p>Home/ online learning strategy in place and actioned.</p> <p>Monitoring of pupil wellbeing evidences positive impact of recovery curriculum.</p> <p>Nurture provision in place for identified pupils.</p> <p>All ETA's actively using teams to support online learning</p> <p>Welfare calls for identified pupils in place.</p> <p>All identified vulnerable pupils are accessing learning from school to support engagement.</p>
<p>Phonics CPD for Teachers</p> <p>Phonics CPD for ETAs</p> <p>Book scheme purchased</p> <p>Multi-Sensory resources purchased</p>	<p>Phonics scheme and policy in place.</p> <p>Resources to promote a multi –sensory approach have been purchased and are being used.</p> <p>Training for all staff actioned.</p>

	<p>Data trackers for Year 1 pupils show significant progress from low starting points in September (79% scored 32+ in phonics screen in July 21).</p> <p>88.9% of Y2 pupils passed the phonics screen in Autumn 2 (national average 79.4%)</p> <p>Pass mark was 32/40.</p> <p>77.8 % scored between 37 – 40</p> <p>11.1 % scored between 32 – 46</p> <p>13.3 % scored between 24 - 31</p>
<p>Letterjoin purchased</p> <p>Fine motor skills/handwriting small group work</p>	<p>Work scrutiny shows improvement in fine motor skills since September. However, this still remains an issue post-Covid and handwriting needs to be taught explicitly and timetabled weekly.</p>