Pupil premium strategy statement

School Context	Data
School name	Shelley First School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	3%
Total allocate funding for 2021-22	£12938.75
Recovery funding for 2021-22	£2000
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

Most Recent Achievement Data (see also Data Pack 2020-21) Only 2 Disadvantaged pupils are in Year 2. Both have additional needs. 1 child has a EHCP and the other has a MSP.	DA pupils 2019 (2)	Non-DA pupils 2019	National non DA 2019
Percentage of pupils achieving the expected standard in reading, writing and maths (Y2)	0%	66%	51%
Percentage of pupils achieving the expected standard in reading (Y2)	0%	80%	75%
Percentage of pupils achieving the expected standard in writing (Y2)	0%	69%	69%
Percentage of pupils achieving the expected standard in maths (Y2)	50%	80%	76%
Percentage of pupils achieving the expected standard in phonics Year 1	50%	83.3%	82%
Percentage of pupils achieving the expected standard in phonics Year 2	NA	NA	91%

Disadvantaged Plan 2020-2021

Overview of Identified Challenges
Some Disadvantaged children come into school with a vocabulary deficit and lower PSED baseline scores
Phonics scores have not been as high as the school has aimed for post-Covid
Some children lack reading fluency in KS2 post-Covid
Spelling and handwriting have deteriorated post-Covid
Children do not have automaticity in their recall of key facts/knowledge across the curriculum post-Covid
There are limited opportunities for wider enrichment activities in the wider community
The majority of disadvantaged pupils also have additional needs including social and emotional needs

Commented [NG2]: These are braod and wide ranging. Is there any specifics? EG: Language deficit in EYFS? Which children lack fluency? Particular year groups?

What is the evidence and rationale for this strategy? (Reference to Sutton Trust Toolkit)	
Digital technology	Small-group tuition
£ £ £ ★ ★ ★ ★ + 4 Months	£ £ £ ★ ★
Moderate impact for moderate cost	Moderate impact for moderate cost
Learning styles	Mastery learning
£ ★ ★ + 2 Months	£ ★ ★ ★ + 5 Months
Low impact for very low-cost	High impact for very low cost

Measure	Activity
Priority 1 READING	• Ensure 100% consistency in the teaching of phonics – including use of language and non-verbal instructions; ensure phonics catch-up opportunities daily • Ensure that in KS2 reading fluency is developed so that all pupils can access and read appropriate texts with fluidity, ease and understanding • Implement 'Freshstart' for targeted Y5 readers to further develop phonics knowledge and fluency

Priority 2 WRITING	• Implement 'Literary Leaves' in KS2 to ensure that pupils further develop a love of texts and develop their reading skills using VIPERS • Implement RWInc spellling in KS2 so that the vast majority of KS2 pupils make strong progress in spelling • Implement RWInc spellling in KS2 so that the vast majority of KS2 pupils make strong progress in spelling • Implement handwriting scheme weekly
Priority 3 WIDER CURRICULUM	• Implement Rising Stars Geography, History and Science, ensuring a focus on prior learning and technical vocabulary • Embed pre-learning of vocabulary for targeted pupils
Priority 5 EMOTIONAL and additional needs	• Specifically teach Emotional Literacy in addition to PSHE, developing tier 2 and 3 vocabulary • Re-instate weekly Nurture Group • Update CPD for staff regarding meeting additional needs- particularly linked to behaviour

Teaching priorities in 2021-22

Aim: improved…	Target	Target date
Reading progress	At least 83% of Y2 to achieve 80%+ in national Phonics Screen	December 2021
	At least 80% of Y1 to achieve 80%+ in national Phonics Screen (1 child = 4%)	
	All pupils will read a book that is matched to their phonetic and fluency ability	June 2022
	By the end of Year 2, 100% of pupils will be able to read an age appropriate book fluently	Sept 2021
	Pupils in Key Stage 2 with gaps in phonic knowledge will make rapid progress either on the RWI programme or on Freshstart. This will be monitored from individual starting points.	
Writing progress	All KS2 pupils access RWInc spelling	Nov 2021
	At least 70% of all Y2 pupils are ARE+ in writing (+6% increase)	July 2022
	At least 65% of all Y5 pupils are ARE+ in writing (+3%)	
Wider curriculum	All pupils access Science, Geography and History via re-instated themed weeks	Oct 21
	Monitoring via pupil voice indicates that DA pupils can recall learning	On-going
Emotional and additional needs	Targeted pupils attend weekly nurture groups	Oct 2021
	Boxall profile is used to identify and support specific additional needs	Oct 2021

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	Disadvantaged pupils access enrichment activities via targeted financial support	Jan 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	- Using appropriate and consistent phonics language across R, KS1 and in to KS2. - Differentiated RWInc groups phonics teaching in Reception and KS1/KS2 Using phonics language and strategies during reading teaching - Freshstart implemented in Year 5 - Ensure that pupils read a book matched to phonics ability based upon 6-weekly assessments - Embed reading challenges
Priority2	- Adapt and embed RWinc to meet writing needs - Embed KS2 writing scheme - Embed RWInc Spelling - Embed weekly handwriting
Priority3	- Embed Rising Starts Geography, History and Science schemes - Ensure pre-teaching of technical vocabulary - Ensure that vocabulary is shared with parents of DA pupils
Priority 4	- Embed weekly timetabled emotional literacy lessons - Ensure that weekly nurture groups develop emotional literacy vocabulary - Develop staff awareness and understanding via targeted CPD to meet the needs of the most vulnerable pupils - Ensure that all vulnerable pupils can access at least one extra-curricular opportunity weekly
Barriers to learning these priorities address	- Decoding is, in the main, good however many of the eligible children and others have difficulties with the deeper understanding of the text and the higher order reading skills of inference, deduction and authorial intent. - For a small number of children phonics is an area of weakness. In order to bridge this gap daily intervention using the structure phonics programme is required - For some of the less able children the basic structures of writing, along with punctuation, are limiting progress - During lockdown and times when classes were isolating, the remote learning provision was strong and participation was high. However, for some children engagement was

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	difficult for a range of reasons ie parents work commitments, parents' ability to support, children struggling to focus on line, internet issues. This means that for some children there are gaps in their knowledge and understanding. These gaps will need to be addressed with focussed precision pre teaching from support staff so that children can quickly catch up and move on. • Post-Covid there is an increasing number of pupils who lack resilience and who have social/emotional needs. • Some parent do not access extra-curricular learning for their child
Projected spend	2 days of CPD for all teachers and support staff 1 day writing CPD for teaches in KS2 ETA targeted support **£14938.75**

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that provision plans and interventions identify, plan and assess individual needs, and that they also provide access to the wider curriculum
Priority2	Proactively meet with parents to agree approaches that maximise progress and support social/emotional needs
Barriers to learning these priorities address	• Some pupils have limited access to enrichment opportunities which can negatively impact the development of cultural capital • Pupils' social and emotional needs can impact all aspects of learning thus limiting progress • For some pupils language and vocabulary deficit impacts on basic skills • Parental barriers regarding uniform, access to enrichment and trips

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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development with relation to phonics/writing	Allocation of CPD time – including the use of INSET days, staff meetings, 1:1 coaching and quality CPD within the school day
Targeted support	Ensuring that all staff prioritise vulnerable pupils using positive discrimination	Updated information/CPD regarding removal of barriers to learning disseminated to staff Termly monitoring including pupil voice, work scrutiny and lesson observations The School Improvement Plan includes a focus upon
Wider strategies	Engagement of families to ensure effective and collaborative support	Regular reviews/discussions for pupils with additional needs Proactive provision of free extra-curricular enrichment for vulnerable pupils

Review: last year's aims and outcomes (these were specifically linked to meeting needs during and post Lockdowns)

Aims for 20202-21
➢ 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**
• Enhanced staffing ratios to ensure effective support for disadvantaged pupils (inc.lunchtime)	DA Pupils made good progress form starting points (use of CPOMS)

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• 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	Behaviour remains a strength as monitored by Senior Leaders 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 pupisla accessed after-schoo clubs. All DA pupils are accessing after-school clubs Uniform provided for targeted pupils Attendance of DA pupils remains high – at least 96%
• Targeted support for vulnerable pupils including Looked • After pupils- Interventions and small group work Nurture Support for targeted pupils (ETA staffing)	No serious incidents recorded this year. No Exclusions this year. CPOMS tracking shows actions impact positively for DA and vulnerable pupils Nurture has been targeted at the most needy bubble (due to Covid) and has impacted positively upon pupils (as evidced in attendance, behaviour logs and monitoring) 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.
Behaviour support and interventions; focused work with Ethos Academy, Communication & Interaction Team, Psychological Service, Speech and Language Therapy Service, CAMHS, Chews etc.	SEND pupils have accessed external support where necessary. Monitoring of the impact of this is ongoing.
CPD for staff around appropriate homework task to be most effective (quality of task) Communication with parents Resourcing Research into appropriate learning platforms. Consider which children will need to access funding for resources to ensure equality when working at home. Work packs for vulnerable children	Home/ online learning strategy in place and actioned. Parents surveys show high levels of engagement from parents/pupils, with very few pupils having limited access to learning. 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.
Migration to Microsoft teams Children given own email accounts	Home/ online learning strategy in place and actioned.

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Planning time for recovery curriculum Planning time for lockdown procedures Welfare groups in place CPD for Teachers: online teaching CPD for ETAs: online teaching and use of Teams Children to be grouped with appropriate staff to enable them to have a 'key worker' type person to connect with for home support Staff booklet prepared for both Teachers and ETAs to enable them to know the expectations	Monitoring of pupil wellbeing evidences positive impact of recovery curriculum. Nurture provision in place for identified pupils. All ETA's actively using teams to support online learning Welfare calls for identified pupils in place. All identified vulnerable pupils are accessing learning from school to support engagement.
Phonics CPD for Teachers Phonics CPD for ETAs Book scheme purchased Multi-Sensory resources purchased	Phonics scheme and policy in place. Resources to promote a multi –sensory approach have been purchased and are being used. Training for all staff actioned. Data trackers for Year 1 pupils show significant progress from low starting points in September (79% scored 32+ in phonics screen in July 21). 88.9% of Y2 pupils passed the phonics screen in Autumn 2 (national average 79.4%) Pass mark was 32/40. 77.8 % scored between 37 – 40 11.1 % scored between 32 – 46 13.3 % scored between 24 - 31
Letterjoin purchased Fine motor skills/handwriting small group work	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.