

Shevington Vale Primary School Pupil Premium Strategy

2021-2022



A part of The Shevington Federation

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	Shevington Vale Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	10% (19)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andy Houghton
Pupil premium lead	Jenna Liptrot
Governor	Mrs R Rolfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29155

Recovery premium funding allocation this academic year	£ 2,145
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	£ 31,300

Part A: Pupil premium strategy plan

Statement of intent

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. A review of provision in the 2020-21 financial year indicated that KS1 progress was interrupted by COVID and therefore a whole school target for 2020-21 will remain relevant for the new school year, with a focus on Reading. It showed that reading at home significantly decreased during the period of school closure. Assessment data and targets for progress and attainment in Maths showed that KS2 data for lower than expected. In addition there will be COVID related targets or actions in order to prevent the attainment gap from increasing for disadvantaged pupils across school as a result of school closures. Pastoral support will have an increased focus as the impact of COVID affects families, e.g financial concerns, loss of income, housing, food insecurity and mental health. Disadvantaged children at Shevington Vale Primary School often lack cultural experience, access to extra -curricular activities, read less at home and have a limited vocabulary on entry to school, all indicators of reduced long term outcomes. Their parents often face a range of issues such as housing or financial difficulties, domestic violence or mental health needs, and typically value education but may lack confidence in supporting their child's learning. Any of these difficulties may have been exacerbated by school closures and the impact of COVID 19.

Challenges

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

Challenge number	Detail of challenges in 2021-2024
1	Motivation
2	Confidence to face failure
3	Specific academic weakness
4	Emotional Issues and well being
5	Attitude 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.

Year Group	Number of pupils	Intended outcome to attain Age Related Expectation or above	Success criteria <i>To be in line or above non PPG pupils</i>
R		Reception Good Level Development 66%	EYFS Baseline assessment
1		Phonics 100%	Phonics screening check
2		Reading 100%	Y2 SAT
2		Writing 100%	Y2 SAT
2		Maths 100%	Y2 SAT
4		Times tables 100%	Multiplication Check
6		Reading 80%	Y6 SAT
6		Writing 80%	Y6 SAT
6		Maths 80%	Y6 SAT
6		SPAG 80%	Y6 SAT
All PPG pupils		PPG Attendance to be in line with all pupils 95% +	SIMMS
3		English 66%	GL assessment
3		Maths 66%	GL assessment
5		English 100%	GL assessment
5		Maths 100%	GL assessment

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)

Our pupil premium strategy is rooted in our whole school ethos of ethics of excellence and high challenge low threat.

Budgeted cost: £ 3900

Activity	Evidence that supports this approach	Challenge number(s) addressed

High Quality CPD – Mary Myatt High Challenge Low Threat – day conference	EEF Toolkit for Learning Sutton Trust 2011 research paper :effective teaching for those disadvantaged is especially significant	1 2 3 5
Purchase of subscription to Myatt and Co	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	3 5 6
Quality phonics – Sounds Write	EEF Toolkit for Learning Low cost high impact 5 months progress	1 3
Metacognition CPD and coaching –Walk Thrus	EEF Toolkit for Learning: Low cost High impact 8 months + progress	1 2 4
<p>We know that if we provide high quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.</p> <p>Our CPD calendar evidences the quality provision we make.</p>		

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

Budgeted cost: £ 19,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class TA support Nurture at the point of need	EEF Toolkit for Learning 1-1 learning medium cost high impact- 5 months + progress TA intervention medium cost – high impact 4 months progress	1 2 3 4 6
Deploy staff to provide focused interventions for disadvantaged children who are underperforming 1:1 reading daily for disadvantaged children who are behind ARE or not engaging with home	EEF Toolkit for Learning 1-1 learning medium cost high impact- 5 months + progress TA intervention medium cost – high impact 4 months progress	1 2 3 4 6

reading in line with National expectations (minutes per night)		
Identify gaps in learning in core subjects for disadvantaged pupils in which have widened during COVID 19 school closures On-line Tutoring	EEF Toolkit for Learning 1-1 learning medium cost high impact- 5 months + progress	1 2 3 5 6
GL Assessment Subscription to whole package -identification of specific learning challenges.	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	3
All staff are aware of pupils who need focused support and how to support them Purchase of subscription to B Squared Tracking System Monitoring of gaps in learning	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	3

Wider strategies (for example, related to attendance, behaviour, and well-being)

Budgeted cost: **£8375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil premium Passports <i>Experiences/trips/clubs</i></p> <p>Subsidies for equipment, clubs, trips, events, homework, books etc.</p> <p>Provide a broad range of wider curriculum opportunities in order to help disadvantaged pupils develop their interests and talents.</p>	<p>EEF Guide to Pupil Premium: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>EEF Toolkit for Learning: Collaborative learning strategies low cost high impact 5 months progress.</p>	<p>1 2 4 5 6</p>
<p>Music Lesson contributions</p>		

Total budgeted cost: £ 31,300

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.

1. At the point of closing in March, KS1 pupils were making pleasing progress in phonics, reading, writing and maths. The same targets will be carried forward this year due to interruption to teaching and learning.

2. Disadvantaged pupils received an extensive range of support last year:- COVID 19 regular and frequent contact calls for vulnerable pupils

-Facility to attend school during closures if considered vulnerable

-Support to access food vouchers during COVID school closures

-subsidies for uniform, trips, clubs, music lessons

-Access to school Pupil Premium Co-ordinator for parents and children

- Pupil Premium Co-ordinator attended workshops in order to signpost a range of help with financial difficulties, housing, food insecurity, health needs, emotional support, domestic violence, parenting skills, online safety.

-Support with attendance in partnership with the LA Attendance Officer

Early Help meetings with Children's Centre to ensure a joined up approach to supporting families

-The school has provided a Team Around the Child Intervention for highly vulnerable pupils

3. Disadvantaged pupils have been provided with multiple opportunities to develop emerging talents in music and through lessons assemblies and workshops delivered by specialist music and drama teachers. Vulnerable pupils benefited from a daily PE intervention from our specialist PE Teacher, where they learned skills including crown green bowling, orienteering, new age curling and boccia. They have developed confidence, skills and a sense of belonging to a team.

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

We purchased GL Assessments as a summative measure of our pupils and despite lockdown we assessed all pupils in May 2021 to gather some data.

In May 2021 18/19 Pupil Premium children were able to be assessed in English and Maths

There is no National Data for 2020 or 2021

Class	No of PPG pupils	ARE+	GD
R	1	100%	
1 English	3		
1 Maths	3		
2 English	1	100%	
2 Maths	1	100%	
3 English	2	0% (1 not assessed)	
3 Maths	2	100% (1 not assessed)	
4 English	3	66%	
4 Maths	3	66%	
5 English	3	66%	
5 Maths	3	66%	
6 English	6	33% (1 not assessed)	
6 Maths	6	0%	

An attempt to benchmark

In 2018-19 in the Y6 cohort the highest Greater Depth % was 24%
The highest Age Related Expectation was 68%

There were 3 PPG children in that cohort

From glancing at the above data it appears that we provide well for individual needs

Further information (optional)

Glossary:

PPG – Pupil Premium Children -pupils classed as eligible for free school meals now or over the past 6 years and those in the military forces families. Children also who are in Special Guardian care

EEF –Education Endowment Fund- a well-respected charity who undertake educational research

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>

<https://educationendowmentfoundation.org.uk/> Sutton

Trust [https://www.suttontrust.com/our-](https://www.suttontrust.com/our-priorities/schools/)

[priorities/schools/](https://www.suttontrust.com/our-priorities/schools/)

SAT- Statutory Attainment Task/Test set by DfE

GL Assessment – Granada Learning – name of internal assessment company used 2 or 3 times per year