

# Shevington Vale Primary School Pupil Premium Strategy

2022-2023



A part of The Shevington Federation

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   | Shevington Vale Primary School |
| Number of pupils in school  | 193                            |
| Proportion (%) of pupil premium eligible pupils   | 12%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23 (2 Year)               |
| Date this statement was published   | December 2022                  |
| Date on which it will be reviewed   | July 2023                      |
| Statement authorised by   | Andy Houghton                  |
| Pupil premium lead  | Jenna Liptrot                  |
| Governor  | Gerard Hurst                   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 33,544 |
| Recovery premium funding allocation this academic year  | £        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 33,544 |

## Part A: Pupil premium strategy plan

### Statement of intent

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

A review of provision in the 2021-22 financial year indicated that KS1 progress was interrupted by COVID and therefore a whole school target for 2021-22 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 combined Reading, Writing and Maths attainment showed that KS2 data was lower than expected.

We will still be working on 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 and the cost of living rise 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 the cost of living rise.

### 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            |
| 6 | Home Support                    |

## 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<br><i>To be in line or above non PPG pupils</i> |
|----------------|------------------|---|--|
| R              |                  | Reception Good Level Development 66%                        | EYFS Baseline assessment   |
| 1              |                  | Phonics 75%   | Phonics screening check  |
| 2              |                  | Reading 70%   | Y2 SAT   |
| 2              |                  | Writing 60%   | Y2 SAT   |
| 2              |                  | Maths 70%   | Y2 SAT   |
| 4              |                  | Times tables 27%  | Multiplication Check   |
| 6              |                  | Reading 75%   | Y6 SAT   |
| 6              |                  | Writing 72%   | Y6 SAT   |
| 6              |                  | Maths 73%   | Y6 SAT   |
| 6              |                  | SPAG 72%  | 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 66%   | GL assessment  |
| 5              |                  | Maths 66%   | 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: £ 5000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| High Quality CPD – Edward Watson (Inner Drive – The Science of Learning) – day conference   | EEF Toolkit for Learning<br>Sutton Trust 2011 research paper :effective teaching for those disadvantaged is especially significant   | 1<br>2<br>3<br>5              |
| Purchase of Peps McRee Memorable Teaching books for cognitive learning strategies   | Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.<br>High Quality low threat values for all pupils to avoid capping of learning. | 3<br>5<br>6                   |
| Quality phonics – Sounds Write  | EEF Toolkit for Learning<br>Low cost high impact 5 months progress   | 1<br>3                        |
| Metacognition CPD and coaching –Walk Thrus  | EEF Toolkit for Learning:<br>Low cost High impact 8 months + progress  | 1<br>2<br>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.<br/>Our CPD calendar evidences the quality provision we make.</p> |  |                               |

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

Budgeted cost: £ 24,544

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| In class TA support Nurture at the point of need   | EEF Toolkit for Learning<br>1-1 learning medium cost high impact- 5 months + progress<br>TA intervention medium cost – high impact 4 months progress | 1<br>2<br>3<br>4<br>6         |
| Deploy staff to provide focused interventions for disadvantaged children who are underperforming | EEF Toolkit for Learning<br>1-1 learning medium cost high impact- 5 months + progress<br>TA intervention medium cost – high impact 4 months progress | 1<br>2<br>3<br>4<br>6         |

|   |  |                                  |
|---|--|----------------------------------|
| <p>1:1 reading daily for disadvantaged children who are behind ARE or not engaging with home reading in line with National expectations (minutes per night)</p>   |  |                                  |
| <p>Deploy staff to provide focused interventions for disadvantaged children who are underperforming. Daily targeted maths for disadvantaged children who are behind ARE</p>   | <p>EEF Toolkit for Learning<br/>1-1 learning medium cost high impact- 5 months + progress<br/>TA intervention medium cost – high impact<br/>4 months progress</p>                              | <p>1<br/>2<br/>3<br/>4<br/>6</p> |
| <p>GL Assessment Subscription to whole package -identification of specific learning challenges.</p> <p>Reading renaissance Star Reader assessments to be completed half termly – identification of slow progress</p> <p>Half termly Focus Maths paper assessments – Analysis of specific gaps and underperformance in Maths</p> | <p>Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.<br/>High Quality low threat values for all pupils to avoid capping of learning.</p> | <p>3</p>                         |
| <p>All staff are aware of pupils who need focused support and how to support them</p> <p>Purchase of subscription to B Squared Tracking System</p> <p>Monitoring of gaps in learning</p>  | <p>Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.<br/>High Quality low threat values for all pupils to avoid capping of learning.</p> | <p>3</p>                         |

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

Budgeted cost: **£4000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed    |
|--|---|----------------------------------|
| <p>Pupil premium<br/>Passports<br/><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:<br/>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:<br/>Collaborative learning strategies low cost high impact 5 months progress.</p> | <p>1<br/>2<br/>4<br/>5<br/>6</p> |
| <p>Music Lesson contributions</p>  |   |                                  |

**Total budgeted cost: £**

## 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.

Assessment – Results 2021/22

GLD -  
Phonics Assessment Year 1 -  
Phonics Assessment Year 2 -  
Year 2 Teacher Assessment -  
Year 6 SATS Assessment -p

The aim at Shevington Vale Primary school is for all pupils, whatever their needs and starting points, attain well and we know many of our non-pupil premium pupils still need additional support. Our assessments both internal and external during 2021 to 2022 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum. Our analysis of the reasons for these outcomes, points to the impact of COVID-19, which disrupted all subject areas to a varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended.

We responded quickly after school closures by providing the lowest 20% of pupils across KS2 extra reading and maths tuition through the National Tutoring Programme. However, at Shevington Vale, we believe the results show that without daily face to face teaching and the immediate intervention provided by our skilled teachers and support staff within lessons, our pupil premium children have fallen behind their peers, which is why there is a clear focus of this in our plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly noticed for disadvantaged pupils and was a significant focus on our last plan, so that children were regulated enough to learn. We continue to aim to provide exceptional pastoral support to pupils and families for the duration of this strategy.



## 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     |

## 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