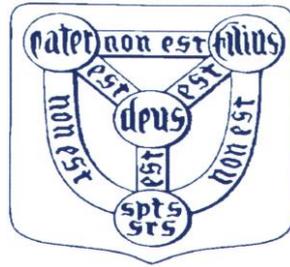


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

2022-23 Pupil Premium Strategy Statement

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	Shellingford CE (A) Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils (Based on Oct 2021 census)	(17) 18% <i>6 Disadvantaged pupils, 10 Service children, 1 PLAC</i>
Actual % Oct 2022	(13) 14% <i>4 Disadvantaged pupils, 8 Service children, 1 PLAC</i>
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Judith R Terrell (Headteacher)
Pupil Premium lead	Judith R Terrell (Headteacher)
Governor lead	Helen Wilson (Vice-Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,920
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£6,152
Total budget for this academic year	£22, 072

Part A: Pupil premium strategy plan

Statement of intent

At Shellingford CE (A) Primary School ‘inspiring hearts and minds’ is at the core of our curriculum. We believe in a holistic approach to teaching and learning driven by the children’s needs and interests. We recognise that all children, particularly our disadvantaged children may need additional pastoral and academic support (at times) to give them the confidence and skills to overcome barriers to learning. We place a great emphasis on readiness to learn and strive for children to leave our school with a love of learning and to feel empowered to make a difference in the world.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged pupils and their peers across the curriculum, focusing on basic knowledge and skills linked to Reading, Writing and Maths.
- For all disadvantaged pupils in our school to make or exceed nationally expected progress.
- To support and nurture our pupils’ health and wellbeing to enable them to engage successfully in learning.

We aim to achieve this by ensuring all pupils receive:

- high quality teaching and targeted academic support
- appropriate enrichment provision and wider curriculum opportunities
- social and emotional learning support and skills to improve self-esteem and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Poor writing skills, stamina and engagement in written tasks: <i>Improve basic writing skills and knowledge of sentence structure, grammar and punctuation to ensure pupils have a real purpose and love of writing.</i>
2	Difficulty in regulating emotions and/or communicating effectively which can affect learning: <i>Provide enrichment activities to support positive mental health.</i> <i>Provide high quality adult support to develop pupils’ confidence and self-esteem.</i>
3	Improve Maths and Reading attainment: As well as poor writing skills, these disadvantaged pupils with SEN also have poor phonics and reading skills, poor numeracy skills and application of these. <i>Improve phonetic understanding and enhance reading skills to ensure children develop a love of reading.</i> <i>Improve basic maths skills to ensure that children apply these to reasoning and problem-solving activities.</i>
4	Limited support with children’s learning at home. <i>Continue to foster close relationships with disadvantaged families through regular communication.</i>

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.

Challenge Number	Intended outcome	Success criteria
1	Progress in writing	Achieve age related expectations in KS1 and achieve national progress average scores in KS2 writing.
2	Improved confidence and self-esteem	Pupils have access to rich and varied curriculum activities and provision. Pupils receive targeted emotional support to promote their mental health. This has a noticeable impact on their levels of engagement and attainment.
3	Improve Maths and Reading attainment among disadvantaged pupils and narrow the gap for those with SEN	Maths and Reading age-related expectations are achieved.
4	Continue to engage and support families	Greater parental commitment to schooling and encouragement of positive learning attitudes at home. This will have a noticeable impact in the particular area of focus, e.g. behaviour, homework, attendance levels, home-school communication etc.

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: £9,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Maths and English teaching and curriculum <i>Subject Leader release time to develop pedagogy and embed key elements of planning, teaching and assessing across the school</i>	EEF: Improving Literacy (+5 months) CPD to ensure all staff have the necessary linguistic knowledge and understanding is crucial to support high-quality adult-child interactions and strategies for improving reading and writing skills. EEF: Improving Mathematics (+5 months) Excellent maths teaching requires good content knowledge and an understanding between mathematical facts, procedures and concepts. The use of manipulatives and representations and how they are used to support and challenge learning is essential	1, 3
OCC Inclusion Consultancy Graduated Approach to SEMH and behavioural needs <i>Staff CPD to embed excellent SEN support provision.</i>	EEF: SEN in mainstream schools Disadvantaged pupils with SEN have the greatest need for excellent teaching and classroom provision that supports achievement at, and enjoyment of, school. Embedding inclusive practice helps remove barriers to learning.	2, 4

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

Budgeted cost: £3,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher-led KS2 targeted group / individual teaching</p> <p><i>Additional tutoring sessions with specific pupils to improve Maths and Reading outcomes</i></p>	<p>EEF: individualised 1:1 and small group tuition (+4/5 months).</p> <p>For pupils identified as having a low prior attainment and are falling behind age-related expectations, small group interventions closely matched to a pupil's attainment can help children to consolidate their learning and practice skills.</p>	3

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

Budgeted cost: £9,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Team-Teach</p> <p><i>Equip staff with de-escalation strategies for dealing with a variety of behaviours</i></p>	<p>EEF Behaviour Interventions (+4 months)</p> <p>Positive behaviour management strategies seek to improve attainment by reducing challenging behaviour.</p>	2,4
<p>ELSA programme of support and supervision:</p> <p><i>Provide 1:1 Teaching Assistant support for pupils to regulate their own emotions and, and to develop resilience.</i></p>	<p>EEF: Social and Emotional Learning (+4 months)</p> <p>Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and self-management of emotions. This can subsequently increase engagement in learning and therefore academic attainment.</p>	2
<p>Lantern Play Therapy sessions</p> <p><i>Holistic approach to supporting children in exploring and effecting change in their lives. Therapeutic models will be tailored to individual needs.</i></p>	<p>EEF: Play-based Learning (+5 months)</p> <p>Play-based therapy and child-led play can have a positive benefit for children who are identified as having social, emotional, or educational difficulties.</p>	2
<p>OCMS First Access Music Tuition</p> <p><i>Provide a weekly opportunity to learn a musical instrument and an</i></p>	<p>EEF: Impact of Arts education and participation (+3 months)</p> <p>There is an intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	2

<p><i>interest in becoming a musician</i></p>	<p>Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.</p>	
<p>Residential Trips, Visits and Workshops <i>Provide opportunities for wider educational experiences.</i></p>	<p>EEF: Life skills and enrichment There is growing evidence that wider educational experiences can provide essential life skills and that enrichment activities can directly improve pupils' attainment.</p>	<p>2, 4</p>
<p>Parental Engagement <i>Continue to actively involve families in supporting their children's learning and development. This will be specific to the needs of each individual family.</i></p>	<p>EEF: Parental engagement (+4 months) Research into parental engagement and the association between this and a child's academic success is well established. Encouraging parents to talk with their children and to promote learning activities at home can have a positive impact.</p>	<p>4</p>

Total budgeted cost: £22,072

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.

The school has used Key Stage One and Two statutory assessments, the Year 1 Phonics Check as well as internal formative and summative teacher judgements, and external moderation to assess the progress and attainment of Pupil Premium children at the end of 2021-22.

End of year outcomes were largely positive despite the ongoing impact of COVID-19 and some planned programmes being disrupted.

Of the 13 Pupil Premium pupils on roll at the end of 2021-22, 11 made expected or above expected progress in both Reading and Maths, and 13 in Writing.

5 disadvantaged pupils did not meet age-related expectations in two or more of the three areas (Reading, Writing and Maths). These pupils also have additional Special Educational Needs.

Pupils' resilience, confidence and learning behaviours have improved, however challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

Externally provided programmes

Programme	Provider
Non-DfE programmes purchased in the previous academic year.	<i>This information is explained in the school's 2021-22 Pupil Premium Strategy (see school website)</i>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>This information is explained in the school's 2021-22 Pupil Premium Strategy (see school website)</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As above.</i>