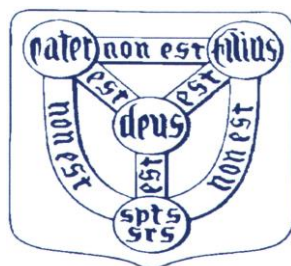


# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

## 2021-22 Pupil Premium Strategy Statement

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	Shellingford CE (A) Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils (Based on Oct 2020 census)	(14) 14% <i>5 Disadvantaged pupils, 9 Service children</i>
Actual % Oct 2021	(16) 16% <i>6 Disadvantaged pupils, 10 Service children</i>
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£9,515
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£3,400

## 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	Narrow the gap in attainment between disadvantaged pupils with SEN and non-disadvantaged pupils: As well as poor writing skills, these pupils 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	Narrow gap in attainment for disadvantaged pupils with SEN	Combined Reading, Writing and Maths 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: £4015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time teaching staff appointed to work with Year 5/6 disadvantaged pupils with SEN (£3,000) <i>Additional small group work provided to support lower attainment learners</i>	<b>EEF: small group work / intervention (+4/5 months).</b> Small group work targeted at pupils that require additional support can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1, 3
Ongoing CPD for teaching staff (£265) <i>Improve Teachers and TAs understanding and pedagogy in phonics, reading and writing</i>	<b>EEF: Improving Literacy (+5 months)</b> Training to ensure all staff have the necessary linguistic knowledge and understanding is crucial to support high-quality adult-child interactions and strategies for developing reading and writing skills.	1, 3, 4
Ongoing CPD for teaching staff (£250)	<b>EEF: Improving Mathematics (+5months)</b> Excellent maths teaching requires good content	3, 4

<i>Improve Teachers and TAs maths mastery understanding and pedagogy</i>	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.	
Inclusive Classroom Practice and Protocols OCC Inclusion Consultancy (£500) <i>Staff CPD to embed excellent SEN support provision.</i>	<b>EEF: SEN in mainstream schools</b> 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.	3

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

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led targeted group / individual teaching: <i>Additional tutoring sessions with specific pupils to improve Writing outcomes</i>	<b>EEF: individualised 1:1 and small group tuition (+4/5 months).</b> 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. See also: Catch-Up Premium 2020-21: assessment information analysis (school website)	1, 3

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

Budgeted cost: £7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision (£300): <i>Provide 1:1 support for pupils to regulate their own emotions and, and to develop resilience.</i>	<b>EEF: Social and Emotional Learning (+4 months)</b> 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.	2,4
OCMS First Access Music Tuition (£1500) <i>Provide a weekly opportunity to learn a musical instrument and an interest in becoming a</i>	<b>EEF: Impact of Arts education and participation (+3 months)</b> There is an intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Integration of music in the classroom and playing an	2

<i>musician</i>	instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.	
Residential Trips, Visits and Workshops (£800) <i>Provide opportunities for wider educational experiences.</i>	<b>EEF: Life skills and enrichment</b> There is growing evidence that wider educational experiences can provide essential life skills and that enrichment activities can directly improve pupils' attainment.	2, 4
Outdoor Quiet Area (£5,000) <i>Develop a quiet outdoor space with play activities to help pupils manage unstructured times so they feel settled and ready to focus within lessons.</i>	<b>EEF: Play-based Learning (+5 months)</b> Play-based therapy and child-led play can have a positive benefit for children who are identified as having social, emotional, or educational difficulties.	2
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>	<b>EEF: Parental engagement (+4 months)</b> 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.	4

**Total budgeted cost: £14,915**

## 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.

The end of year analysis of the school's 2020-21 Pupil Premium Strategy is published on the school's website. This document lists each programme of learning and the subsequent impact on pupil outcomes. As performance measures were not published for 2020-21 due to COVID-19, the school used internal formative and summative teacher judgements and external moderation to assess the pupils progress and attainment.

End of year outcomes were largely positive despite some planned programmes being disrupted.

All 15 Pupil Premium pupils made expected or above expected progress in both Reading and Maths, 3 pupils fell below in Writing.

3 disadvantaged pupils did not meet age-related expectations in all three areas (Reading, Writing and Maths). These pupils also have additional Special Educational Needs.

### Externally provided programmes

Programme	Provider
Non-DfE programmes purchased in the previous academic year.	<i>This information is explained in the school's 2020-21 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 2020-21 Pupil Premium Strategy (see school website)</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As above.</i>