

Pupil premium strategy statement – Shortlanesend Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr Chad Wilson
Pupil premium lead	Mr M Easter
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,920
Recovery premium funding allocation this academic year	£4,640
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,560

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that teaching and learning opportunities meet the needs of all pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two

*Our school ethos at Shortlanesend School (SLE for short) is that all our children are fully supported and encouraged to **Smile, Learn and Excel**. To achieve this, we plan our education provision carefully through our 3Ps, which underline the key principles of our pupil premium strategy:*

- *Personal*
- *Positive*
- *Patient*

Each child at SLE is thought about on a **personal** level, many of our children have additional barriers to learning. These barriers range from social barriers, academic barriers, SEND barriers and mental wellbeing barriers. Our intent is for all our children from a disadvantaged background to journey through our school and beyond into life as confident individuals being the best, they can possible be.

We encourage all our children to be **positive** about themselves, their abilities and their community. We ensure that children learn to read fluently and widely, forming personal views on books and authors. This enables them to be able to confidently read to learn. We **patiently** support and guide our children so they can write with improved control to confidently and consistently express their opinions confidently. Following the recent issues in schooling through the pandemic we ensure that our children develop the fluency they require in mathematics to be able to reason with confidence and solve mathematical problems. This is a very personal journey as due to the hierarchical nature of the subjects we must ensure that no gaps in the foundations of knowledge remain. Our immersive curriculum allows our children to gain a wide knowledge of the

world around them through our knowledge-rich curriculum, which is planned and delivered to include, 'Wow' collaborative learning activities, experienced by all.

We raise aspirations in all our pupils through a consistent message of aiming high, which is delivered through our curriculum, assemblies, extra-curricular activities and individual conversations with children.

Overall, we aim for a high impact and long-lasting strategies to ensure that our disadvantaged children flourish and feel confident about themselves and their ability to succeed through their educational journey and through life.

Challenges

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

Challenge number	Detail of challenge
1	Identified pupils require further support with their SEMH needs to make progress both socially and academically.
2	The acquisition of early reading skills can be slower for some disadvantaged pupils. Communication and interaction: Some disadvantaged children start their education journey in EYFS at lower than standard starting points.
3	Progress in reading comprehension can be slower for some disadvantaged pupils.
4	Facilitation of targeted academic support and approaches disadvantaged children with SEND
5	Impact of miss schooling: Levels of engagement with remote and/or in school education varied during the past 24 months. As a result, there are some pupils who require intervention and support to minimise the effects, enabling them to meet at least age-related expectations. Attendance rates: Analysis highlights that generally, attendance rates are similar to non-disadvantaged children, however, individual cases cause some concern.
6	Social/economic: 2019 Index of Multiple Deprivation showed that although the majority of our population 73%, com from the 40-50% least deprived, we also have 7% in the 10-20% most deprived and a further 9% in the 30-40% most deprived. There is a very large research base to show that children from families living in poverty and deprivation do less well from early in life, that they are at risk of falling behind their peers at school, and that they have more mental health problems and employment problems in adult life.

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.

Intended outcome	Success criteria
All disadvantaged pupils [except those who have a cognitive SEND need] will reach the same age-related expectations in reading, writing and maths as their peers.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in Reading, Writing and Maths. Any child that has a SEND need will make at least expected progress from their individual starting points.
Consistently effective teaching in phonics and prompt interventions when needed will enable all pupils to make good progress. RWInc fresh start will enable identified pupils to catch up.	<ul style="list-style-type: none"> • RWInc training is ongoing for all relevant staff. • RWInc Fresh Start is effectively implemented. • Interventions are effective in addressing gaps and accelerating progress
Effective in class intervention support in maths throughout the school so good progress is made.	Interventions are effective in addressing gaps and accelerating progress
Those pupils with identified SEMH needs will be appropriately supported to make good social and academic progress.	<ul style="list-style-type: none"> • Development of whole school SEMH provision as part of review of whole school behaviour policy. • Re-training and deployment of TIS practitioners, ensuring effective support is in place for identified pupils. • Continue the development of a PSHE curriculum that meets the needs of individuals and cohorts.
<p>Narrow any effects of local/national socio-economic discrepancies.</p> <p>Improve aspirations.</p>	<p>As well as academic, social outcomes for disadvantaged children will be line with non-disadvantaged children. All children will have access to opportunities to represent themselves, their class and the school. This will lead to all children to be recognised as confident members of our school community by representing the school or attaining a role. For example:</p> <ul style="list-style-type: none"> • by representing the school in sport • by taking part in music/performing events

	<ul style="list-style-type: none"> All disadvantaged pupils will attend all educational visits and the school will support the families financially in attending residential experiences <p>All staff to encourage and support disadvantaged children to apply for roles of responsibility</p>
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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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of staff for quality first teaching and release for key staff to plan, supervise and deliver interventions.	<p>All research shows that quality first teaching for all makes the most difference to pupil progress.</p> <p>EEF research shows a consistent impact on attainment of:</p> <ul style="list-style-type: none"> •approximately 6 additional months' progress with effective feedback and reading comprehension strategies •approximately 4 additional months progress with effective small group interventions. 	1, 2, 3, 4, 5, 6
RWI – <ul style="list-style-type: none"> ○ Training ○ Resources for school sessions Resources for home/school link	<ul style="list-style-type: none"> ○ DfE reading framework ○ Phonics toolkit EEF ○ DfE accredited phonics programmes. <p>Phonics strategies, EEF T&L toolkit</p>	2, 3
Reading (whole class)		2, 3, 4
Vocabulary Input –		1, 2, 3, 4

<ul style="list-style-type: none"> ○ Training for all staff on value of vocabulary <p>Monitoring of teaching</p>		
Maths Hub – Sustaining Programme	Teachers to engage with most current thinking from the local Maths Hub. Utilising the Trust’s Maths Lead’s knowledge and experience as well as School’s lead.	4, 5, 6
Number Sense – Resources used to support whole class, group and individual learning throughout the school	Teachers to engage with the most current thinking. Utilise the Trust’s Maths Lead’s knowledge and experience.	4, 5

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension (Literacy Shed/Pawsome/Accelerated reader) resources and CPD (£6,500)	EEF research shows a consistent impact on attainment of approximately 6 additional months’ progress with effective feedback and reading comprehension strategies.	2,3
TIS refreshers and support and TEAM TEACH additional training (£1,500 = 8 days release time)	EEF research shows a consistent impact on attainment of approximately 4 additional months progress for behaviour interventions and social and emotional learning and approximately 7 months for self-regulation techniques.	1, 4, 6
National Tutoring Program (£4,640)	EEF research shows a consistent impact on attainment of approximately 6 additional months for feedback and 4 additional months for small group tuition.	2, 3, 4, 5
RWInc and Fresh Start CPD and interventions	EEF research shows a consistent impact on attainment of approximately 4 additional	2, 3, 4, 5

(£6,000)	months progress for TA interventions and 5 months for phonics interventions.	
Retention of staff for quality first teaching and release for key staff to plan, supervise and deliver interventions. day release for subject leaders= 5 days RWinc lead 3 days KA..literacy and reading lead 40 days ME Assistant HoS, Maths & Science lead	All research shows that quality first teaching for all makes the most difference to pupil progress. EEF research shows a consistent impact on attainment of: approximately 6 additional months' progress with effective feedback and reading comprehension strategies •approximately 4 additional months progress with effective small group interventions.	2, 3, 4, 5

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and enrich wider curriculum focus on developing character education and resilience. Continue to develop the impact of pupil voice and collaboration- <i>New house reward system, school council</i>	EEF research shows a consistent impact on attainment of approximately 5 additional months progress for collaborative learning.	5

Total budgeted cost: £47,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.