



## Pupil premium strategy statement 2021-22



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	SHOTTON HALL PRIMARY SCHOOL
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	25% (88 pupils)
Academic year/years that our current pupil premium strategy plan covers	1 YEAR
Date this statement was published	17.9.21
Date on which it will be reviewed	TERMLY
Statement authorised by	A BOYD (HT)
Pupil premium lead	J BOWMAKER (DHT)
Governor	J WINN
Chair of Governors	C BARCLAY

### Funding overview

Detail	Amount
Free school meals(90 pupils/ £466.71 per pupil)	<b>£42,003,64</b>
Free school meals-Ever6(104.48 pupils/£583.39 per pupil)	<b>£60,953.19</b>
Pupil premium funding sub total	£102,956.83
Covid Recovery premium funding allocation this academic year	<b>£11,460 est</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total</b>	<b>£114,416.83</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- **Our ultimate objectives for our disadvantaged pupils**
  - Pupils attend school every day and on time*
  - Pupils catch up on any lost learning as a result of covid lockdown*
  - Pupils make enough progress to achieve age related expectations for their year group*
  - Pupils make good progress in physical social and emotional development*
  - Pupils are settled and they navigate the school learning environment with independence and confidence*
  - Pupils behaviour is good to excellent both in and out of school*
  - Pupils make good decisions and know how to keep safe both in and out of school*
- **How our pupil premium strategy plan achieves our objectives**
  - Curriculum monitoring and review ensures pupils are receiving an appropriate wide ranging curriculum*
  - Interventions ensure the pupils are being well supported according to their learning and welfare needs*
  - Pupils are well supported to learn within the classroom setting*
  - Pupils are well managed with consistent and appropriate behaviour management strategies enabling them to fully access learning*
  - Key concepts are well taught and priority*
  - Pupils build on previous knowledge and focus on remembering to build on understanding for future learning*
  - Strategies are in place to address SEMH issues*
  - Pupils monitored by SENCO/BASO*
  - Professional interventions offered where needed*
  - Additional hours employed for upper school teacher to teach an identified group*
  - TAs support English and maths in classes each morning*
  - TAs offer range of interventions in afternoon sessions – measured short term AHT intervention group of Y6 in preparation for SATS 2022*
- **What are the key principles of your strategy plan?**
  - Identify gaps in learning R,W,M,S&L and address need*
  - Relocate staff to address occurring needs of pupils*
  - Intervention programme supports pupils to cope with emotional needs and access learning*
  - Flexibility of team to go where need is and engage short term intervention*
  - Communication with parents and carers for support, advice and guidance*

*Monitoring, review, adapt impact by SENCO for effective practice*  
*Curriculum review to ensure pupils are accessing broad, balanced, relevant and enjoyable curriculum*  
*Use of internal data to ensure pupils are making required progress/ staff make accurate assessment judgements*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attainment and slow progress</b> rates made by some PP/disadvantaged children. Some children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.
2	Some PP/disadvantaged children have <b>limited experiences</b> beyond their home life and immediate community. Some pupils have limited access to books, writing and drawing materials, quiet learning space, support from home, technology including wi fi access.
3	Some PP/disadvantaged children require pastoral care <b>support to develop their self care</b> skills, organisational skills, speaking and listening skills, resilience and determination. Some pupils require breakfast when they arrive at school
4	Some PP/disadvantaged children and their families require support to maintain <b>positive mental health</b> . Some children demonstrate social and emotional instability which requires support to learn well in class and gain fully from the school experience. This sometimes results in poor progress.
5	<b>Learning loss due</b> to lockdown in 2020 and 2021 including being unable to fully and consistently access the online offer of learning and receive effective support at home. Pupil attendance is low.

## 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 1: Low attainment and slow progress rates made by some PP/disadvantaged children. Some children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.	
Intended outcome	Success criteria

<ul style="list-style-type: none"> <li>-Identified pupils maintain the standard of attainment they achieved at the end of the previous year.</li> <li>-Those that have 'fallen behind' are speedily identified and, following targeted intervention, make progress/catch up</li> <li>-Pupils learn well and show consolidation of basic skills</li> <li>-Pupils receive and show impact from targeted high quality intervention</li> <li>-Pupils are well supported within the whole class</li> <li>-Pupils enjoy a positive reading culture</li> <li>-Pupils are encouraged to access our high quality books and reading role models</li> </ul>	<ul style="list-style-type: none"> <li>-All Dis/vuln pupils make at least expected progress from their starting points</li> <li>-Pupils have regular opportunities to rehearse, practice and consolidate key skills in R,W,M, S&amp;L, handwriting and mental and written arithmetic skills</li> <li>- interventions are measured and short term for impact</li> <li>-new 'black cat' book scheme purchased for all pupil use</li> <li>- a love of reading is fostered resulting in all pupils enjoying reading a wide range of texts</li> <li>- termly pupil progress meetings ensure pupils are progressing and needs are well met</li> </ul>
--	---

Challenge 2: Some PP/disadvantaged children have limited experiences beyond their home life and immediate community. Some pupils have limited access to books, writing and drawing materials, quiet learning space, support from home, technology including wi fi access.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>-Pupils scope is broadened as they are given wide experiences beyond that of the local community. They have a breadth of experience enabling them to contextualise their learning.</li> <li>-Pupils enjoy an exciting, engaging and relevant curriculum</li> <li>-Pupils benefit from the school provision of access to technology to support learning from home</li> <li>- access to a small funding pot for individual learning needs (£300)</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum lead works closely with subject leaders to ensure the relevance of the curriculum on offer.</li> <li>-Subject leaders gather pupil voice views to ensure their subject is being taught well.</li> <li>- Scrutinies ensure the learning is appropriate and relevant for all pupils</li> <li>-Teachers ensure learning is memorable and plan a wide range of activities to inspire</li> <li>-Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and beyond the school day.</li> <li>- Teachers provide relevant homework to consolidate understanding</li> <li>-Teachers model behaviour for learning</li> </ul>

	<ul style="list-style-type: none"> <li>-Support staff are used effectively to challenge and guide children without creating an over reliance on support</li> <li>- Staff training weekly ensures all are working together to the common aims and applying similar strategies for learning</li> </ul>
<p>Challenge 3: Some PP/disadvantaged children require support to develop their self care skills, organisational skills, speaking and listening skills, resilience and determination.</p>	
<b>Intended outcome</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>-Pupils manage their self care skills well and are confident in the school environment</li> <li>-Pupils know how to keep safe at home and in school</li> <li>-Pupils show resilience in their learning and daily school life</li> <li>-Pupils understand how to be determined and to persist when struggling</li> <li>- pupils come to breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>- lesson observations, learning walks and drop in visits show children care well for themselves and operate with confidence within the classroom</li> <li>- pupil voice meetings show that pupils have age appropriate self organisation skills</li> <li>-staff are seen to encourage pupils to develop age appropriate independence</li> <li>- staff meets pupils needs only when necessary encouraging them to do as much for themselves as they possibly can in small steps</li> <li>- pupils show they are resilient and able to learn from their mistakes both in learning and more widely</li> <li>- pupils are well fed and ready to learn</li> </ul>
<p>Challenge 4: Some PP/disadvantaged children and their families require support to maintain positive mental health. Some children demonstrate social and emotional instability which requires support to learn well in class and gain fully from the school experience. This sometimes results in poor progress.</p>	
<b>Intended outcome</b>	<b>Success criteria</b>
<ul style="list-style-type: none"> <li>- Pupils receive targeted support to address mental health needs</li> <li>- Pupils families are well supported to enable them to help their child</li> <li>- Use of school communication tools enables parents/carers to speak to staff regarding concerns (dojo)</li> <li>- SENCO ensures pupils are correctly identified and intervention is effective</li> <li>- Senior team work together to identify need and allocate support to alleviate barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils attending lego therapy learn to socialise</li> <li>- Pupils attending nurture group learn to make positive relationships</li> <li>- Pupils attending connecting with children share their thinking and understand how to cope</li> <li>- Pupils attending relax kids learn to manage emotions and consider the feelings of others</li> <li>- Pupils attend young carers learn to socialise and manage feelings</li> <li>- Pupils attend kidsafe and learn how to keep themselves and others safe</li> <li>- Pupils receive mentor support if needed</li> <li>- Pupils use passports to success to develop positive behaviours if needed</li> </ul>

<ul style="list-style-type: none"> <li>- CPOMS is effective in recording concerns and support</li> <li>- Teachers know their children well and can support them in their learning and development</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils receive counselling if needed including grief</li> <li>- Pupils receive support from external services if required</li> </ul>
--	---

Challenge 5: Learning loss due to lockdown in 2020 and 2021 including being unable to fully access the online offer of learning and receive support at home. Pupil attendance is low.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>- Pupils can access learning from home if needed through use of school laptops</li> <li>- Pupils have a confident level of skill in using technology to access learning</li> <li>- Pupils can contextualise their learning and makes links between home and school learning tasks</li> <li>- Pupils with gaps in understanding resulting from poor learning during lockdown are well supported within the class to take a step back to consolidate understanding before new learning takes place</li> <li>- Pupils families are supported in how to help their child learn via dojo or face to face</li> <li>- Pupils are supported to come to school every day and on time</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils receive the whole curriculum in school or from home</li> <li>- Pupils do not experience wide gaps in their understanding</li> <li>-Pupils have access to dojo homework</li> <li>- Parents are supported to help their children Homework, reading, TT Rockstars accessible from home</li> <li>-Children are given opportunities within school to develop technical skills and knowledge</li> <li>-Pupils are well supported to close gaps in knowledge and skills as a result of covid lockdown</li> <li>-Pupils are in school</li> </ul>

## 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: £42,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of early excellence CPD</i>	Early identification of pupils needing support in any area including SEMH Development of skills in supporting young pupils	3,4
<i>Purchase of National College CPD resources for T and TA use</i>	Staff work together in weekly CPD session to ensure teaching is in line with current thinking and all practice is agreed.	2
<i>School behaviour, safeguarding officer employed</i>	BASO present to support behaviour management, pupils with emotional needs, pupils with behaviour issues. Non class based.	4
<i>Grief counselling</i>	Grief counsellor works with pupils to address needs regarding loss	3,4
<i>Employment of support TAs to support targeted pupils where required</i>	Additional TA support for pupils with specific needs enables them to access learning	3,4
<i>Staff training from external providers</i>	Staff are upskilled in areas of teaching and learning and pastoral care and apply this to their work	1,4,5
<i>Sand Stories spring term</i>	Staff raised awareness and understanding of how to identify those pupils with emotional needs and safeguarding needs	2,3,4

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

**Budgeted cost: £53,125**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Lego therapy</i>	Pupils in small groups learn how to work together to achieve a common aim	4
<i>Connecting with children therapy</i>	Vulnerable pupils are supported to share their thoughts and feelings in a structured approach	4
<i>Grief counselling (Buttercup)</i>	Pupils needing support to manage loss are able to come to terms and access learning	4
<i>Relax kids</i>	Pupils are supported to develop techniques to enable them to cope with stress and effectively manage it	4
<i>Kidsafe</i>	Pupils learn how to keep themselves and others safe at home and in school. Pupils manage feelings	2,3,4
<i>Young carers</i>	Pupils enjoy building relationships with pupils in similar circumstances to themselves	2,3,4
<i>1-1 support</i>	Pupils given time to work on a given task to support social and emotional well being	4
<i>Family support</i>	Pupils with family in school are supported to spend time together to learn and play to maintain strong relationships	4
<i>Early birds club</i>	Pupils attend breakfast club to ensure they have a healthy and safe start to the day	3
<i>Night Owls Club</i>	Pupils are cared for in the after school club and engage in activities and games to ensure they are safe after school until collection	3
<i>TA support in class</i>	In most classes TAs support in class for English and Maths each morning	1
<i>Teacher support Y5 and 6</i>	In some classes teachers support larger groups in English and maths	1

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

**Budgeted cost: £18,591**



<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Mental health and well being training for staff</i>	Staff identify pupils with need and provision is made to enable them to cope	4
<i>Attendance officer follows up families where attendance is poor</i>	Pre Covid the school attendance was on track to be above 96%  Attendance improved exponentially since 2014	5
<i>Free BC/ASC places for those in need</i>	Pupils with pastoral needs are well fed before the start of the school day	3,4
<i>Pupils educational visits</i>	Pupils requiring financial support to attend are helped	1,2
<i>Contribution to upper school course books to support learning in English and maths</i>	Pupils learning from home have access to appropriate resources in line with the rest of the class	1
<i>Contribution to technology</i>	Pupils with no access to technology are supported including web access	5
<i>Team teaching training for staff</i>	Staff review how to effectively manage pupils in distress and develop techniques to de escalate challenging situations	4
<i>Contribution to purchase of whole school reading materials 'Black Cat'</i>	Pupils learn how to read from a wide range of high quality books and e books	5

**Total budgeted cost: £ 114,416**

<b>Teaching (for example, CPD, recruitment and retention)</b>	<b>£42,700</b>
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	<b>£53,125</b>

<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	<b>£18,591</b>
<b>Total</b>	<b>£114,416</b>

## 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.

*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.*

*Pupils with need during covid lockdown periods were supported by coming into school by arrangement with parents and engaged in learning on site.*

*On return to school pupils were assessed by teacher assessment over a period to ensure that gaps in learning were addressed and pupils could move on through their age related curriculum.*

*Throughout the covid period reading was held as high priority as a key to all other learning and this was promoted heavily through online learning. A love of books was fostered for all.*

*Teachers taught aspects of the curriculum which could not easily be learned at home due to resourcing for example to ensure the full years curriculum had been received.*

*Intervention programmes were restarted to enable pupils to recall previous learning and to build on home learning.*

*A comprehensive programme of teaching was provided on line daily and most pupils participated, those that did not were brought into school or supported by teams 1-1.*

*Focus was on re integrating pupils and developing their social and emotional needs as well as addressing a significant rise in mental health needs.*

*Pupils premium funding was on staff training and development in delivering an online provision, ensuring all pupils had access to technology to be able to access learning, support for parents and carers via dojo, provision of technology resources for learning on site eg tablets and laptops. Support from senior leaders for parents and carers in managing challenging home circumstances.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Use of class dojo as a learning tool and to communicate with parents	Class Dojo
Safeguarding online	NOS

## Further information (optional)

*Provision of forest schools for all pupils /provision of suitable protective clothing*

*Provision of outward bound activity including canoeing and climbing for all pupils*

*Development of grounds as a learning environment including use of the pond and forest*

*Provision of external visits with a cultural link to develop pupils sense of pride and identity*

*Achievement of the John Muir award for pupils in year 4*