

Context:-

Shireland Technology Primary is a free school in its first year of opening and has only three classes; Two Reception and One Year 1

Pupil Premium strategy statement for Shireland Technology Primary

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|-----------------------|--|--|
| Academic Year | 2020/21 | Total PP budget | £18,830 | Date of most recent PP Review | |
| Total number of pupils | 174 | Number of pupils eligible for PP | 14 (as of Oct Census) | Date for next internal review of this strategy | |

| | Pupils eligible for PP (your school) |
|--|--------------------------------------|
| % achieving expected standard or above in reading, writing and maths | 55.6% |
| % making expected standard or above in reading | 66.7% |
| % making expected standard or above in writing | 55.6% |
| % making expected standard or above in maths | 88.9% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Limited opportunities at home to read and develop early reading, including phonics. |
| B. | Speech and language are historically poor within the Local Authority and the neighbouring authority. |
| C. | Emotional and social issues that impact on relationships in class and school. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |

| | |
|-----------|--|
| D. | Challenges in home lives make it difficult for carers and parents to support children in their learning at home. |
| E. | Low home aspirations and expectations. |
| F. | Poor punctuality / Low attendance – lack of value placed upon regular attendance and punctuality by families. |
| G. | Lack of family resources mean children do not access a range of wider learning experiences to enrich their learning and understanding. |

4. Additional detail

Shireland Technology Primary opened in September 2019 in temporary accommodation in the ground floor of the Key Stage Three extension to Shireland Collegiate Academy.

5. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|---|
| A. | <p>Lack of opportunities at home to read and develop early reading, including phonics. Support and training for families who are hard to reach and are unable to support appropriately at home</p> <p>Extra reading and phonics sessions for those not reading regularly at home:</p> <ul style="list-style-type: none"> • CK / JD to support phonics sessions. (Family attendance numbers) • Teachers and Support staff to target children for extra sessions. (Number of additional sessions provided for targeted pupils) • LKG / CK / JD give extra capacity and focus when required. (Number of additional sessions provided for targeted pupils) | <p>All children are having regular opportunities to read and acquire reading skills and make good progress in reading.</p> <p>Improvement in reading as indicated by the CEM baseline test data and teacher assessment.</p> |
| B. | <p>EAL – poor oral language skills and limited range of vocabulary.</p> <p>Use Little Bridge as an intervention for EAL pupils and introduce to families with home access. (Little Bridge usage figures analysed)</p> <p>Use of ambitious vocabulary with pupils in a variety of contexts across our E3L themes. (Vocabulary logs established and analysed by number and complexity of new vocabulary and evidenced in pupil writing)</p> | <p>Improvement in reading as indicated by the CEM baseline test data and teacher assessment.</p> |
| C. | <p>Emotional and social issues that impact on relationships in class and school.</p> <p>Support for staff in developing the use of social stories and communication strategies which support improved language for emotions</p> <p>Support for families to identify triggers and strategies to ensure consistency in approaches between home and school</p> | <p>GLD reflects improved outcomes in PSED</p> <p>Reduction in recorded incidents in behaviour relating to SEMH</p> |

| | | |
|------------------|---|--|
| <p>D.</p> | <p>Challenges in home lives make it difficult for carers and parents to support children in their learning at home</p> <p>Share ways that parents can support at home. (Increase in the number of postings on Class Dojo) Encourage and support the use of online resources at home such as Bug Club</p> <p>Track attendance at INSPIRE Workshops in Reading, Handwriting and Maths (Family numbers attending)</p> <p>Provide simple games and model how they can play them at home with their families. (Use of games as illustrated on feedback sheets provided to families)</p> | <p>Increase in evidence of home learning and activity by families to support their children's' learning. Class Dojo entries, reading log responses etc</p> |
| <p>E.</p> | <p>Low home aspirations and expectations</p> <p>Subsidise school trips and additional experiences for PP students and their families</p> <p>Develop STP Passports to Success programme alongside inspire workshops to engage families</p> <p>Cross phase workshops to inspire and motivate PP students and families (Primary/Secondary, Primary/PVI or Primary Sixth Form)</p> <p>Gifted & Talented PP provided with additional extra-curriculum time and experiences.</p> | <p>All PP pupils attending offsite and cross-site experiences</p> <p>Increasing attendance at parental workshops</p> <p>PP pupils represented within gifted and talented</p> |
| <p>F.</p> | <p>Poor punctuality / Low attendance – lack of value placed upon regular attendance and punctuality by families</p> <p>Attendance of PP pupils to reach school target. (Pupil data)</p> <p>Attendance of persistent absentees to be in line with national. (Pupil data)</p> <p>Higher % attendance at workshops and school events to support families in home learning. (Family numbers attending the workshops)</p> <p>Punctuality matches school target. (Pupil data)</p> | <p>Attendance for PP pupils above 96%</p> |
| <p>G.</p> | <p>Lack of family resources mean children do not access a range of wider learning experiences to enrich their learning and understanding</p> <p>PP children have full access to extracurricular activities and provision and participate fully. (Pupil participation figures)</p> | <p>Provision of funded before and after academy care, extracurricular trips or activities or additional items of uniform if they have issues accessing</p> |

ACADEMIC YEAR

| Action/Mechanism | Link towards school barrier | Cost | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? Staff Lead | Review |
|--|-----------------------------|------------------|---|---|--------|
| Additional staffing, interventions and early help. | A,B,C, D ,E,F, G | £10399.82 | <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months)</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases.</p> <p>Provide additional opportunities and capacity to include pupils who qualify for Pupil Premium in academic and social interventions, including specialist support for SEMH through nurture and other social/emotional interventions.</p> | <p>Termly review and discussion during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL</p> <p>CK/EP</p> | |
| SLT support to focus on achievement & enrichment | A,B,C, D ,E,F | £713.66 | <p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p> <p>Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome into the curriculum, both remote and in-school as well as utilising and increasing</p> | <p>Weekly SLT meetings, phase meetings, learning walks, lesson observations</p> <p>LKG</p> | |

| | | | | | |
|------------------------------------|--------|-----------------|---|---|--|
| | | | <p>engagement through the passport to success programme.</p> <p>Reduce barriers for attending extra- curricular activities to improve academic progress and also promote cultural capital.</p> | | |
| Improving access to ICT/technology | A,B, D | £3567.27 | <p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).</p> <p>Where possible and reasonable ensure PP families have internet and device access at home in order to engage and complete remote and home learning provision provided by the school. Support and guidance for families to access remote and home learning provision.</p> | <p>Audit of Home Access</p> <p>Virtual learning walks, online access and engagement statistics, parent and pupil voice</p> <p>LKG</p> | |
| Inclusion support | E | £636.45 | <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p> <p>Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p> | <p>Weekly meetings with SENco, SLT meetings, learning walks, lesson observations, staff and pupil voice</p> <p>CK</p> | |

| | | | | | |
|---|------------|-----------------|--|--|--|
| Additional speech and language | A,B,C,D | £1664.57 | <p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Oral language interventions (+5months), Small group tuition (+4months).</p> <p>Provide additional support for children who have been identified. Internal speech and language specialist support to continue providing targeted interventions.</p> | <p>Welcome data, pupil progress meetings, liaison between external expert</p> <p>CK</p> | |
| Subsidised educational visits and residential | C,D,E | £504.64 | <p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.</p> <p>Whilst the uncertainty of COVID restrictions remain this funding will be directed to provide experiential learning opportunities for PP pupils, as part of in-school or remote learning provision, for example, virtual trips</p> | <p>Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes.</p> <p>LKG</p> | |
| Enhancing classroom / learning resources / training | A,B,C, D,F | £1350.11 | <p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress, with a focus on training teachers and classroom staff on effective approaches to remote learning.</p> | <p>Termly review and during progress meetings with teachers, learning walks, lesson observations</p> <p>CK</p> | |

| | | | | | |
|------------------------|---|---------|--|--|--|
| Provide milk provision | C | £588.00 | <p>Health benefits of milk are well evidenced and documented. Providing this provision for PP pupils alongside FSM provision supports a healthy diet.</p> <p>Pupils receiving milk are required to sit at tables to avoid spillages on fabric and soft furnishing, as such it has evolved into learning provision focused on the development of social and communication skills.</p> | <p>Pupil voice, Learning walks</p> | |
|------------------------|---|---------|--|--|--|

| | | | | | | |
|--|--|--|--|--|-----------------------------|------------------|
| | | | | | | |
| | | | | | Total budgeted cost: | £18830.00 |