

Shireland Technology Primary; Pupil Premium Strategy Statement 2021 / 2022

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	Shireland Technology Primary School
Number of pupils in school	227 inc 19 pupils in Nursery
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20 2020/21 2021/22
Date this statement was published	31 st December 2021
Date on which it will be reviewed	1 st July 2022
Statement authorised by	Lady Kirsty Grundy
Pupil premium lead	Andrew Collins
Governor / Trustee lead	Andrea Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30452.27
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5383.38
Total budget for this academic year	£ 37835.65

Part A: Pupil premium strategy plan

Our Statement of Intent

As a new and growing free school during the pandemic, we have significant barriers to ensuring that all families of pupils that are eligible for the Pupil Premium are applying for funding. This has been a significant focus for the 2020/21 academic year, increasing our Pupil Premium percentage from 10.9% to 27.1% for the academic year 2021/22 based on Autumn census. We are still working to support our families to understand the purpose of the Pupil Premium and to remove any social stigma that has been attached to this and free-school meals in our community.

Our current strategy aims to address the specific needs of the pupils in our current cohort and remains in place for this academic year and is to be reviewed again in July 2022.

Recent school closures due to the COVID-19 pandemic have negatively impacted the attainment and progress of our pupils and our strategy aims to address these issues by targeting the underlying challenges prevalent across our locality and school community, including but not limited to, emotional and social development, supporting families to engage in home learning opportunities and supporting the development of early reading. We believe that our strategy for the Pupil Premium strengthens our wider plan for education recovery, with approaches such as targeted online tuition being provided to our pupils to support lost learning catch-up.

Our approach to the allocation of the Pupil Premium is underpinned by the guidance provided by the Education Endowment Foundation. Quality first teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on high quality teaching is central to our approach to spending the Pupil Premium. Targeted academic support and approaches to wider barriers to learning and personal development are also essential to effectively supporting our pupils to achieve and excel. This is as true for our disadvantaged pupils as it is for non-disadvantaged pupils and as such, we apply approaches to the betterment of our provision to all of our pupils, supported by the Pupil Premium funding to close the disadvantage gap.

Our Pupil Premium strategy is quick to respond to the challenges our pupils face and is not static. Whilst we believe that our approaches are effective in closing any disadvantage gaps, as a new school we must focus on being responsive to the changing challenges present in our school community. Our focus is not simply on the academic performance of our pupils but rather on providing a 'whole education' so also focuses on pupils personal development, their emotional health and mental wellbeing

and in providing a range of experiences that might not otherwise be possible, including the development of a broad cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunities at home to read and develop early reading, including phonics.
2	EAL – poor oral language skills and limited range of vocabulary.
3	Emotional and social issues that impact on relationships in class and school.
4	Challenges in home lives make it difficult for carers and parents to support children in their learning at home.
5	Environments that impact negatively on aspirations and expectations.
6	Poor punctuality / low attendance – lack of value placed upon regular attendance and punctuality by some families.
7	Lack of family resources mean children do not access a range of wider learning experiences to enrich their learning and understanding.

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
<p>Lack of opportunities at home to read and develop early reading, including phonics.</p> <p>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"> • Leadership 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) <p>Leadership to give extra capacity and focus when required. (Number of additional sessions provided for targeted pupils)</p>	<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>

<p>EAL – poor oral language skills and limited range of vocabulary.</p> <p>Use Flash Academy as an intervention for EAL pupils and introduce to families with home access. (Flash Academy 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>
<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>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 Reading Planet</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>All PP pupils attending</p> <p>offsite and cross-site experiences Increasing attendance at parental workshops</p> <p>PP pupils represented within gifted and talented</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>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>

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: £17,560.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom-based staff	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants EEF</p>	1,2,3,4,5,6,7
<p>Purchase of CEM standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,5
<p>Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Friday Enrichment afternoons into the curriculum, both remote and in-school as well as utilising and increasing engagement through the passport to success programme.</p>	<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>	1,2,3,4,5,6

Reduce barriers for attending extra- curricular activities to improve academic progress and also promote cultural capital.		
Enhancing classroom / learning resources / training. 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 explanation and modelling in the classroom	NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.	1,2,3,4,6
Introduce and implementation of a DfE validated Systematic Synthetic Phonics programme – Rocket Phonics, to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,7
Development of Mathematics teaching in line with DfE and EEF guidance. Four teachers to be released to ensure that they receive appropriate CPD in the teaching of Mathematics through the National Centre for Excellence in the Teaching of Mathematics	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4,5,7

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

Budgeted cost: £10465.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes	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.	5

of particular children.	Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).	
<p>Additional speech and language support</p> <p>Provide additional support for children who have been identified through the implementation of WellComm and NELI. Internal speech and language specialist support to continue providing targeted interventions.</p>	<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>	1,2,3,4
<p>Support the phonics provision across our school by ensuring that additional sessions are accessible for those that need them most, including additional staffing whilst phonics teaching is taking place to ensure that small targeted groupwork can be undertaken.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,7
<p>Engage with, and go beyond, the National Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly access online tuition, alongside a programme of mentoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,5,6,7

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

Budgeted cost: £9810.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving access to ICT/technology	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4

<p>Subsidised educational visits and residential:</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>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p>	<p>3,4,5</p>
<p>Provide milk provision as part of additional opportunity to develop social and communication skills.</p>	<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>3</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Implement a programme to support identified families on their parenting journeys – the Shireland Together Partnership</p>	<p>Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils.</p>	<p>1,2,3,5,6,7</p>

Total budgeted cost: £37835.65

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 assessments that we conducted during the academic year 2020/21 indicate the pupils eligible for the Pupil Premium achieved well and better than non pupil-premium pupils. This despite the national COVID-19 lockdowns. Our remote learning provision during the last academic year was strong and significant focus was given to the quality of learning provision whilst pupils could not be in school. This, alongside the efforts to ensure all pupils were engaging with remote learning has ensured that lost learning has been minimised, but still exists across our school.

A small number of pupils in 2020/21 were eligible for the Pupil Premium and this goes some way to explaining why the attainment of our pupils who are disadvantaged is very different to what the national picture might expect. As the number of pupils eligible for the Pupil Premium increases over the coming academic years we expect to see more challenges to their attainment and progress. We believe that our approaches to highlighting and responding to barriers to learning have been effective and secured over the past two years. We anticipate these will continue to be effective whilst appreciating the need for our strategy and actions to be responsive the challenges our pupils face.

The below is our internal outline the attainment of our pupils eligible for the Pupil Premium and those that are not eligible:

Year 1:

<i>Subject</i>	<i>PP Aut1 EXS+</i>	<i>PP Sum2 EXS+</i>	<i>NPP Aut1 EXS+</i>	<i>NPP Sum2 EXS+</i>
<i>Maths</i>	33%	84%	53%	77%
<i>Reading</i>	50%	84%	46%	75%
<i>Writing</i>	50%	67%	44%	67%

Year 2:

<i>Subject</i>	<i>PP Aut1 EXS+</i>	<i>PP Sum2 EXS+</i>	<i>NPP Aut1 EXS+</i>	<i>NPP Sum2 EXS+</i>
<i>Maths</i>	87.5%	87.5% inc 12.5% GDS	62%	69%
<i>Reading</i>	62.5%	87.5%	62%	76%
<i>Writing</i>	62.5%	75%	51%	62%

Externally provided programmes inc DfE advocated ones

Programme	Provider
WellComm	GL Assessment
NELI	Nuffield Foundation
Flash Academy	Flash Academy
Online Tuition	TUTE
Rocket Phonics	Rising Stars - Hodder
Lexia Core 5 Reading	Lexia

Further information (optional)

Shireland Technology Primary School is a new free school that opened with a Reception and Year One cohort in September 2019. The school continues to grow year on year and will be a full, two-form entry primary school in September 2024.