

Robert Shaw's 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	Robert Shaw Primary and Nursery School
Number of pupils in school	396 plus 31 Nursery Total: 427
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 and 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors
Pupil premium lead	Karen Coker
Governor / Trustee lead	Rukia Shaffi & Jill Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,524
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,009

Part A: Pupil premium strategy plan

Statement of intent

Robert Shaw Primary and Nursery School's ultimate objectives are in line with the whole school development plan and can be summarised as follows:

- To improve outcomes in reading, writing and maths through quality first teaching and targeted academic support.
- To develop strong communication and language skills by teaching evidence based oracy strategies
- To provide a high quality targeted support and intervention to ensure that the children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, ensure pupils' personal development and wellbeing.

Our strategy is aligned to our vision, values and ethos and are built on being 'Respectful, Responsible and Resilient' learners with everyone having high aspirations for their own future. Disadvantaged pupils are entitled to a rich and diverse and relevant curriculum. Our reviewed curriculum is specific to our school and our school community and aims to prepare all children to be global citizens and to invest in and enjoy their education in order to achieve high academic standards. Themes are rooted in real issues and delivered through answering a 'big' question. All children have access to high quality first teaching, which is targeted to individual, group and cohort to ensure that every child's needs are met. Strategies are evaluated for impact, in order to enable every child to make accelerated progress from their starting points.

Our school's strategy is based in an inclusive approach, where every child is given the support to flourish, with a focus on academic rigor, wellbeing support and the development of cultural capital. It is based on a tiered approach, making sure that the challenges that disadvantaged pupils face are understood by the school team, addressed and overcome.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Communication:</p> <p>At Robert Shaw we have a large proportion of our children who speak English as an additional language: 81%, and some of these children are also new to English.</p> <p>Of our pupil premium children 70 (67%) speak English as an additional language.</p> <p>Many of our children arrive with oracy and communication skills which are below the expected standard, which makes accessing the curriculum difficult for them.</p>
2	<p>Attendance:</p> <p>Attendance rates are below expected. The attendance rate of pupil premium pupils in 2020/21 was 90.8%, which is below that of non pupil premium children. This is due to a number of factors including, health issues, family circumstances, lack of awareness of the impact of missing education and a number of families who travelled abroad prior to lockdown and not being able to return due to the restrictions. These children have since returned but have gaps in learning.</p>
3	<p>Attainment:</p> <p>Attainment on entry for most children is low in all areas of learning, and often children come to school lacking key skills such as toileting, still using bottles and arriving in buggies. On entry in 2020/21 0% of children were achieved expected.</p>
4	<p>Wellbeing:</p> <p>The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met to enable these children to flourish.</p>
5	<p>Experiences:</p> <p>Knowledge of the wider world is limited for some of our disadvantaged pupils, who also have limited funds to access enrichment or first hand experiences. The pandemic has exacerbated the limiting of access to events or places to visit.</p> <p>Many of our parents have a language barrier which can make it difficult for them to be fully involved in their child's learning.</p>

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
At least good progress and attainment for pupil premium children in reading, writing, maths and oracy.	<p>All teaching to be judged to be at least effective .</p> <p>All teachers will be effective in their delivery across the curriculum, using the schools lesson structure</p>

	<p>All teachers are effective in delivering research based oracy strategies.</p> <p>Communication and oracy opportunities are woven throughout the curriculum.</p> <p>All children who are new to English to make accelerated progress in their language acquisition</p> <p>Read Write Inc assessments demonstrate accelerated progress in phonics</p> <p>At least 85% of PP children achieve expected or above progress in reading, writing and maths.</p> <p>PP pupils are in line with or exceed their peers nationally in reading, writing and maths.</p>
<p>The attendance of pupil premium pupils is 95% or better.</p>	<p>Attendance data is reviewed daily in order to support the most vulnerable pupils and their families.</p> <p>Weekly attendance review, with interventions for targeted families.</p> <p>Attendance audit to identify what is working well and what more can be done to improve attendance.</p> <p>Class and whole school attendance incentives show to have impact on improvement in attendance, at review.</p> <p>Attendance and intervention impact report shared at governors meetings show improved attendance.</p>
<p>All pupil premium children access enrichment activities which broaden and enhance the curriculum.</p>	<p>Pupil premium children access all enrichment opportunities including after school clubs and this is evidence in internal data and registers.</p>
<p>Wellbeing and mental health issues are addressed enabling all pupils to be ready for learning.</p>	<p>Reduction in behaviour incidents logged on scholarpack.</p> <p>At least 85% of pupil premium children achieve expected or above progress in reading, writing and maths.</p> <p>The attainment of pupil premium children is in line with or better than their peers nationally in reading, writing and maths.</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: £ 52,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed 'Quality First Teaching (QFT)' by providing all teaching staff with high quality professional development opportunities, and ongoing coaching.</p> <p>Develop a 'tool box' for teaching and learning based on Rosenshine's principles and the teaching and learning fundamentals.</p> <p>Development activities to focus on the impact of CPD and school development priorities.</p> <p>Leadership release to enable monitoring across the curriculum and identification of next steps and to support colleagues.</p> <p>Provide staff with opportunities to</p>	<p>The following evidence underpins our activity:</p> <p>NFER Research:</p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE)</p> <p>The Education Endowment Foundation's (EEF) Guidance - Improving Literacy in KS2. Key considerations from the reports include:</p> <p>Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from</p>	<p>1, 3</p>

<p>observe highly effective practice across the school and Trust.</p>	<p>focusing on word recognition 1 and 2 7 and can be redirected towards comprehending the text.</p>	
<p>Additional time given to staff to sequence planning to include enrichment activities,</p> <p>Staff given time to lead after school clubs/activities</p> <p>Curriculum conversation (i2i) days are developed to enable year groups to plan collaboratively with the deputy head teacher in order secure specificity of subject planning, building on prior learning, which includes enrichment activities.</p>	<p>NFER Research shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</p> <p>The CEA curriculum planning and design website states that ‘ The Social Mobility Commission's 2019 report An Unequal Playing Field: Soft Skills and Social Mobility emphasises the benefits of pupil participation in extracurricular activities such as sport, leisure and the arts. Enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in school life, this can also affect attainment in qualifications and help reduce dropout rates.</p>	<p>1,3,5</p>
<p>Increase leadership capacity to strengthen QFT</p>	<p>NFER Research shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils’ progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</p>	<p>1,2,3</p>
<p>Provide opportunities for children to speak with confidence and clarity.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p>	<p>1,3,4</p>

	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p>	
--	---	--

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

Budgeted cost: £ 45,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions led by TAs and Teachers.</p> <p>Purchase of additional resources both paper and digital</p>	<p>EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>TAs to be deployed by class teachers to address misconceptions, pre and post teach. Interventions also to support wellbeing and involvement. The evidence below highlights the impact that TAs can have when deployed effectively.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	1,3,4
Implement a program of tutoring	<p>The National Tutoring Programme outlines the key benefits of tutoring: https://nationaltutoring.org.uk/about/ EEF –</p>	1,3,

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	
--	---	--

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

Budgeted cost: £ 39,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full time learning mentor.</p> <p>Learning mentor to support children and families to improve attendance.</p> <p>Learning mentor to provide sessions for children identified from Leuvan and day to day behaviours, through targeted intervention and wellbeing support.</p> <p>Elsa training for identified staff.</p> <p>Elsa trained staff to provide sessions for children identified through Leuvan and day to day behaviours to support with mental health and wellbeing</p> <p>Development of a calm space</p>	<p>-</p> <p>Based on EEF findings children's outcomes can improve by adopting strategies linked to self regulation (+7), parent engagement (+4) and social and emotional interventions and learning (+4)</p> <p>Other evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress</p> <p>NFER research shows that pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</p>	2,3,4
<p>Maintain effective attendance incentives and tracking systems.</p>	<p>NFER research shows more successful schools set up rapid response systems to address poor attendance. This includes 5/10 staff contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to</p>	2

<p>Attendance daily monitoring including home visits</p>	<p>address any barriers they face in getting their children to school. There is a clear link between poor attendance and lower academic achievement.</p> <p>For example, higher overall absence leads to lower attainment at the end of KS2 and KS4.</p> <p>Pupils with persistent absence are less likely to stay in education. The document below outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance</p> <p>.</p> <p>https://www.gov.uk/government/publications/schoolattendance/framework-forsecuring-full-attendance-actions-for-schools-and-local-authorities</p>	
--	---	--

Total budgeted cost: £ 138,009

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 school's pupil premium strategy adopted a tiered approach focusing on teaching priorities, targeted academic support and wider strategies. Throughout the year we monitored the impact of our pupil premium strategies to ensure that the funding was used effectively to improve outcomes and opportunities for disadvantaged pupils.

Throughout the Autumn Term clear progress was made for our disadvantaged pupils across the school. Pupil premium children and the impact of strategies, were discussed during pupil progress meetings, and teachers were also coached to identify the barriers to learning. This supported the development and implementation of focused and targeted support for individuals and groups, impacting on attainment, progress and wellbeing.

The enforced school closure during the Spring Term, meant that we were unable to put into practice some of the intended provisions that we had planned. However we adapted our provision and provided for our community through our in school and remote learning offer, which consisted of virtual learning via Showbie and zoom through live lessons, recorded lessons, and provision of additional resources, ensuring that our vulnerable pupils were in school.

We also put into place:

Contact with pupils at least weekly via telephone or home visit

Provision of paper based and digital resources

Provision of free school meal vouchers

Vulnerable pupils were identified and targeted in school provision was provided.

Engagement in remote learning was tracked and support was provided for those who were not engaging and home visits (Covid safe) took place.

Pupils were provided with learning resources: pens, books, paper and children with specific needs were provided with bespoke resources and support.

Devices and wi fi access were provided for families who did not have access to these.

During the Spring Term, internal data was analysed and individuals and groups were supported through targeted interventions, this had a direct impact on progress, attainment and wellbeing.

End Of Year Outcomes:

Year 1 to 6

ARE+	Pupil Premium	Non Pupil Premium	Difference
Reading	65%	71%	-6%
Writing	57%	63%	-6%
Maths	64%	73%	-9%
Combined	49%	56%	-7%

GDS	Pupil Premium	Non Pupil Premium	Difference
Reading	17%	27%	-10%
Writing	12%	19%	-7%
Maths	14%	25%	-11%
Combined	7%	12%	-5%

Despite the challenges of last year, due to our strong provision both in school and remotely, children in all year groups made at least good progress from their baselines. However due to Covid-19, there was a disruption to face to face learning which impacted on narrowing the gap between those eligible for pupil premium funding and their peers. This will be a focus for 2021/22.

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

Programme	Provider
Coaching support	Canoville Coaching

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

