

Pupil premium strategy statement 2021-2022

This plan utilises funds from two consecutive financial years (7/12th plus 5/12th) to deliver provision and report on the impact of this plan over one academic year.

School overview

Metric	Data
School name	Shankhill CofE Primary School.
Pupils in school	34 full time and 6 part-time nursery – Sept 21 NB - 42 full time (and 4 part-time) – when 7/12 funding allocated in April 21
Proportion of disadvantaged pupils	18% (17.65%)
Pupil premium allocation this academic year £1345 per pupil	£9,639.17 = 7/12 of 2020/21 + 5/12 of 2021/22 (7/12 of £10,760 = £6,277) + (5/12 of £8,070 = £3362.5)
Academic year or years covered by statement	2021-2022
Publish date	13 th October 2021
Review date	March and September 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs Lynnsey Batey
Governor lead	Prof. David Vaughan

Disadvantaged pupil progress scores for last academic year

Measure	KS2 only Score for age related expectation at the end of KS2 assessment	For all DPP pupils Score for age related expectation at the end of year assessment
Reading	100% + 50% greater depth	66.6%
Writing	100%	50%
Maths	100%	66.6%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	n/a
Measure	Activity
Priority 1: All pupils will achieve at least expected standard at KS2/ end of year assessments, or better than expected progress from their starting point.	Ensure quality first teaching in small mixed-age classes with additional 1:1 pre/post-teaching to support individual learning needs and diminish gaps.

	Main curriculum priority for DPP pupils is with phonics, writing, reading and maths to ensure basic skills in place and access to the wider curriculum.
Priority 2: All pupils will be develop a rich and fulfilling understanding of 'Me Flourishing' and how they can 'be the best me I can be' living life in all its fullness.	Ensure that Shankhill's Virtues (our bespoke personal, character and spiritual development system) is taught, explored and celebrated daily through our rich curriculum (including thoughtful and proactive cultural capita) to enable all pupils to believe in themselves, have good mental health and well-being so that they can be happy and flourish in all areas of learning and life in our school family and beyond. Continue to support families through Early Help, positive relationships and clear communication.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class and individual teaching interventions with clear timescales and success criterion. Additional quality time will be given for whole staff CPD throughout academic year. Attendance for pupils and staff has already been disrupted during the first 4 weeks of the school year, affecting teaching and the provision of interventions across the school. We hope that there will be sustained periods of attendance to allow for all pupils to experience high quality-first teaching and build momentum with specific targeted support. Attendance support for personal welfare.
Projected spending	£4,000 (projects, release times for CPD/intervention)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% of pupils are working at age-related expectations or better, or have made better than expected progress from their starting point.	July 2022
Progress in Writing		July 2022
Progress in Mathematics		July 2022
Phonics		Dec 2021 (Y2) July 2022 (Y1)
Self-Esteem, confidence and happiness (SEMH)	100% of pupils feel emotionally stable /regulated, self-confident and are able to flourish. Pupils can explain how they have developed personally and spiritually and how they are being 'the best me I can be'.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1: All pupils will achieve at least expected standard at KS2 or end of year assessments, or better than expected progress from their starting point.	Ensure online learning is available for remote learning, intervention and support for all pupils (Lexia £800; Mathseeds £400; My Maths £220; Times Table Rock Stars £170, Accelerated Reader £885) = £2,475
Priority 2: All pupils will be develop a rich and fulfilling understanding of 'Me Flourishing' and how they can 'be the best me I can be' living life in all its fullness.	Continue to develop our "Shankhill Virtues: Me Flourishing, My Spiritual Capacities" across school to further encourage and support SEMH, SMSC, character development and spiritual development. Employ additional teacher to provide KS2 PSHE teaching and RSE in phases (30m/wk). Continue to employ a qualified school counsellor to support pupil following trauma, loss and other emotionally impactful worry and concerns.
Barriers to learning these priorities address	Accessing agencies to provide specific SEMH support i.e. bereavement, attachment, etc. at approx. £40 per session/week.(£4200) Ineffective broadband in some rural areas means that online home/remote learning is not possible.
Projected spending	£8375 (£2475 subscriptions, £700 art project, £1000 PSHE/RSE T, £4200 for 35 weeks counsellor)

Wider strategies for current academic year

Measure	Activity
Tailor the curriculum to the needs of individuals / cohorts, ensuring that the basic knowledge and skills are in place to allow learning progression through this year and be ready for the next academic year, especially for particular year groups/individuals most affected by limited time in school.	Weekly staff meetings / pupil progress meetings to discuss, plan and respond to the needs of our pupils. Clear support plans to acknowledge and ensure provision to meet the needs of all pupils, as well as pupils with SEND. Resources for diagnostic assessments, formative assessments and planning/evaluation time. Carefully planned teaching time to ensure thorough teacher knowledge of individual pupil assessments and a well-planned delivery of a bespoke curriculum.
Provide rich curriculum and thoughtful proactive cultural capital learning experiences for all pupils.	Continue to be mindful of all pupils' needs and life experiences when planning and providing learning opportunities in school and through visits and visitors. For example: supporting access to

	resources, uniform, PE kits, residential trips (£160 per pupil), devices and connectivity for home learning, transition into school and onto secondary school (Y6 inter-school buddy group £150), visits to the library bus, museums, working with artists and musicians, etc.
Barriers to learning these priorities address	<p>Covid restrictions, carefully planned activities.</p> <p>Attendance for pupils and staff has already been disrupted during the first 4 weeks of the school year, affecting the provision of teaching and interventions across the school. We have so far managed to ensure that cultural capital and enriching curriculum events have continued. We hope that there will be sustained periods of attendance to allow for all pupils to experience the cultural capital learning and experiences incorporated throughout the year, as well as high quality-first teaching and build momentum with specific targeted support.</p> <p>Maintain and be proactive in supporting good attendance</p> <p>To provide support for social, emotional and personal welfare needs so that pupils can access the full curriculum.</p>
Projected spending	£1,800+

TOTAL Projected spending from £14175

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resources are given for staff to prepare, deliver and review new teaching strategies and interventions (including supply cover for release time or specialist teacher time.)	Use of INSET days /twilights. Additional supply cover / specialist teacher being provided from PPG.
Targeted support	Ensuring enough time / appropriate timetabling for STA and additional teacher to deliver provision within support plans. Sourcing the correct and age-specific SEMH support for individuals/groups.	Additional supply cover / specialist teacher being provided from PPG. Qualified school counsellor in place. Family Action actively supporting with some Early Help plans.
Wider strategies	Maintaining focus/time to develop Shankhill Virtues.	Whole School on-going project.

	Continue to engage and support families facing challenges, including Early Help (25% of pupils).	Maintain positive and supportive relationships with families, Early Help Provision/Lead and continue to seek outside agency support.
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Review: of aims and outcomes

Aim	Outcome
<p>Priority 1: All pupils will achieve at least expected standard at KS2 or end of year assessments, or better than expected progress from their starting point.</p>	<p>Progress measures are positive for all pupils, including those of disadvantage, with most achieving ARE or better. Some pupils of disadvantage are closer to ARE than before and still require such support to continue their progress towards ARE or better.</p>
<p>Priority 2: All pupils will be develop a rich and fulfilling understanding of 'Me Flourishing' and how they can 'be the best me I can be' living life in all its fullness.</p>	<p>All pupils demonstrate a rich enthusiasm for flourishing in terms of: a positive learning attitude; wonderful behaviours for life and learning; compassion, positive and mindful relationships across our school.</p>