

# Pupil Premium Strategy Statement 2020-2021

## School Overview

Metric	Data
School name	Shinewater Primary School.
Pupils in school	389
Proportion of disadvantaged pupils	46% (Years 1-6)
Pupil premium allocation this academic year	£242,100
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Julie Prentice (Executive Headteacher)
Pupil premium lead	Nicki Kaufman (Co-Headteacher)
Governor lead	Gemma Williams and Gary Batchelor

## Disadvantaged Pupil Progress Scores for Last Academic Year (Data: 2019)

Measure	Score
Reading	-1.9
Writing	0.6
Maths	-2.5

## Disadvantaged Pupil Performance Overview for Last Academic Year (Data: 2019)

Measure	Score
Meeting expected standard at KS2	53.5%
Achieving high standards at KS2	4.7%

## Strategy Aims for Disadvantaged Pupils

Measure	Activity
<b>Priority 1 - Improved End of Key Stage Pupil Outcomes</b>	<p>Improved end of Key Stage outcomes for disadvantaged learners with a focus on:</p> <ul style="list-style-type: none"> <li>quality first teaching and outcomes for individual pupils;</li> <li>individualised approach to addressing barriers to learning;</li> <li>embedding formative assessment;</li> <li>clear responsive leadership setting high aspirations and devolving responsibilities for raising attainment to all staff;</li> <li>teaching of self-regulated learning and metacognition.</li> <li>ensuring full access and engagement to remote education, as necessary in response to COVID-19.</li> </ul>
<b>Priority 2 - Early Intervention</b>	<p>Individualised approach to addressing barriers to learning, behaviour and emotional support; at an early stage.</p> <p>Effective deployment of best staff to support disadvantaged pupils.</p> <p>Ensure necessary training and expertise to deliver interventions, provide feedback and monitor progress.</p>

<b>Priority 3 - Improved Attendance and Familial Support</b>	Improved attendance for disadvantaged learners.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Shinewater has a high deprivation factor and the percentage of disadvantaged learners is well above the national average.</li> <li>Pupils have low starting points upon entry to school.</li> <li>Prior attainment (KS1 outcomes) of current Y6 pupils was well below national average.</li> <li>High proportion of disadvantaged pupils also have special educational needs (SEN).</li> <li>High level of targeted emotional, social, pastoral and financial support required to specific families.</li> <li>Low parental aspiration and perceived value of school attendance.</li> <li>Negative impact of COVID 19 resulting in: <ul style="list-style-type: none"> <li>→ family hardship and increased financial instability;</li> <li>→ increased social isolation;</li> <li>→ increased mental health illness and reduced wellbeing;</li> <li>→ increased number of pupils requiring social care intervention.</li> </ul> </li> <li>Although the school provides high quality remote education / on-line learning, there is a significant percentage of families who cannot afford access to laptops or adequate internet. This has and continues to result in vital learning missed.</li> </ul>
Projected spending	<b>£302,000</b>

### Teaching Priorities for Current Academic Year

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	To achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	To achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	To sustain national average expected standard in Phonics Screening Check.	July 2021
	Year 2 pupils to achieve national average expected standard in Phonics Screening Check.	Dec 2020
Early Years Foundation Stage	Percentage of disadvantaged pupils achieving GLD is in-line with national average.	July 2021
Other	<p>Improve attendance of disadvantaged pupils to be at least in-line with the national overall attendance data (96%; 2019).</p> <p>Disadvantaged persistent absence shows an improvement from the previous year and will be less than 11% in 2020-21.</p>	Termly reviews

### Targeted Academic Support for Current Academic Year

Measure	Activity
<b>Priority 1 - Improved Pupil Outcomes</b>	<p><b>Improved progress outcomes for disadvantaged learners at KS2.</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Coaching of new Professional Development Leads (PD Leads) to carry out research based activities in fluency to address gaps/enhance learning. <b>(£600 -Teacher Release Time).</b></li> <li>Purchase of Lexia digital reading scheme to accelerate reading for the bottom 20% of pupils. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher. <b>(£6,000).</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase of 'Bug Club' subscription to provide digital reading at home. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher. (£1,500).</li> <li>• Investigation by English team of parent literacy learning programme to help parents to learn to read and write. (£500).</li> <li>• Increase the profile of home / school reading and purchase of rewards. (£1,000).</li> <li>• CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000).</li> <li>• Further development of the Swale scholars reading programme (£500).</li> </ul> <p><b>Writing (£600-Teacher Release Time).</b></p> <ul style="list-style-type: none"> <li>• CPD to embed the reviewed shortened Hub Effective Writing Sequences.</li> <li>• Release time for NQTs, NQTs+1 and observation/coaching of good practice in effective teaching and learning of writing.</li> <li>• Embed peer and self-assessment; particularly in the editing / improving stages of the writing sequence.</li> <li>• Writing competition for scholars. (£100).</li> <li>• Further development of the Swale scholars writing programme (£500).</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Employment of Hub Maths NCETM Mastery specialist x3 days to carry out intervention work in Y6 and provide CDP and to carry strategic work relevant to PP children (£20,000).</li> <li>• Development of working walls to support depth of learning.</li> <li>• PD maths leads as advocate to PP attainment and progress. (£600-Teacher Release Time).</li> <li>• Continued White Rose / Power Maths Mastery Approach to teaching mathematics. (£250).</li> <li>• Whole-school professional development in the teaching of Mathematical Fluency.</li> <li>• CPD to enhance formative assessment, metacognition and self-regulation approaches.</li> <li>• Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check. (£100).</li> <li>• Subscription for TTRockstars (£200).</li> <li>• Further development of the Swale Scholars Maths Programme (£500).</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist teachers for outdoor learning and computing (£20,000).</li> <li>• Purchase of chrome books for Y6 and other disadvantaged learners without access to a device / internet at home (£20,000).</li> </ul> <p><b>Improved phonics outcomes for disadvantaged learners.</b></p> <ul style="list-style-type: none"> <li>• CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics.</li> <li>• Support for parents to help their child with the teaching of phonics at home.</li> <li>• Employment of a phonics intervention champion to work with KS1 pupils. (£8,000).</li> <li>• English intervention teacher x3 days per week to provide CPD in phonics and reading for TAs/parents/teachers as well as work with target groups of pupils who have or are at risk of falling behind. (£15,000).</li> </ul> <p><b>Increased outcomes for PP pupils at the end of EYFS.</b></p> <ul style="list-style-type: none"> <li>• Further develop the quality of teaching and provision in the EYFS through professional development opportunities (£600).</li> <li>• Review and embed approach to the teaching of Mathematics in the EYFS and purchase of resources (£800).</li> <li>• Address speech and language through Music Transition Project with a focus on Nursery and Reception pupils (£4,500).</li> <li>• Identified disadvantaged pupils access Speech and Language interventions (£600).</li> <li>• Contributions towards external trips for EYFS pupils (£500).</li> <li>• EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500).</li> <li>• Investigate targeted investment into the outdoor learning provision. (£10,000).</li> </ul>
<p><b>Priority 2 - Early Intervention</b></p>	<p><b>Robust quality interventions-including SEMH enables all pupils (including PP pupils) to catch up on lost learning due to Covid-19 restrictions. Interventions are effectively monitored for impact.</b></p> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Identify groups and track progress at PP meetings (£3,000Teacher Release Time).</li> <li>• Interventions delivered for targeted groups (£50,000).</li> <li>• TA/INA support provided in most classes in the morning to support English and Mathematics (£50,000).</li> <li>• Employment of English Intervention Teacher (3 days) (£5,000).</li> </ul>

	<ul style="list-style-type: none"><li>● Employment of a Thrive Intervention Assistant (£8,000).</li><li>● Ensure all staff have access to high quality support and CPD enabling intervention leads to become an expert in a given area (£800).</li><li>● Teacher release time for Partnership for Progress Meetings (PPM) (£ as above).</li></ul> <p><b>Emotional support for pupils through targeted intervention e.g.:</b></p> <ul style="list-style-type: none"><li>● Therapy dogs (£100).</li><li>● Lego Therapy (£200).</li><li>● Positive Friendship Groups (£300).</li><li>● Peer to peer mental health programme (£500).</li><li>● Nurture/Thrive groups (£600).</li><li>● Employment of in-school counsellor (£6,000).</li><li>● 1:1 support for pupils at risk of exclusion (£10,000).</li></ul> <p><b>Outside agency support:</b></p> <ul style="list-style-type: none"><li>● Funding to support additional tier 3 and tier 4 support from e.g. Educational Psychologists, ESBAS, ISEND etc.(£5,000).</li></ul>																								
Barriers to learning these priorities address	<p><b>Improved outcomes for disadvantaged learners at the end of each key stage.</b></p> <p><b>Reading:</b> Prior attainment was well below national average for current Year 6 pupils at KS1</p> <table><tr><td>Current Y6 KS1 EXS+ Reading result</td><td>All</td><td>Disadvantaged</td><td>Non Disadvantaged</td></tr><tr><td></td><td>50%</td><td>35%</td><td>61%</td></tr></table> <ul style="list-style-type: none"><li>● Although the gap between school pupil premium and national non PP over time has reduced the school is still below school PP V national non PP.</li><li>● Lack of parental engagement with reading at home.</li><li>● 19.2% of pupils in years 4, 5 and 6 have score 0.6 or above on the Dyslexic Screening Test so are therefore 'at risk' of dyslexia.Of that 19.2% children 62% are DA.</li><li>● Fluency levels.</li><li>● Gender issues-boys are not reading as frequently as girls e.g. reading for pleasure.</li><li>● Lack of access to reading materials at home.</li><li>● Parent literacy levels.</li></ul> <p><b>Writing:</b> Prior attainment was well below national average for current Year 6 pupils at KS1</p> <table><tr><td>Current Y6 KS1 EXS+ Writing result</td><td>All</td><td>Disadvantaged</td><td>Non Disadvantaged</td></tr><tr><td></td><td>47%</td><td>30%</td><td>57%</td></tr></table> <ul style="list-style-type: none"><li>● Impoverished vocabulary.</li><li>● Peer and self assessment (metacognition -pupils are learning to be aware of how to improve their work.</li></ul> <p><b>Maths:</b> Prior attainment was well below national average for current Year 6 pupils at KS1</p> <table><tr><td>Current Y6 KS1 EXS+ Maths result</td><td>All</td><td>Disadvantaged</td><td>Non Disadvantaged</td></tr><tr><td></td><td>52%</td><td>30%</td><td>68%</td></tr></table> <ul style="list-style-type: none"><li>● The gap between school PP and national non PP is significant and the rate of closing the gap has not been as rapid as in the other core subjects.</li><li>● Arithmetic</li><li>● Using and applying</li><li>● Parent's ability to support with homework .</li></ul> <p><b>Other Barriers:</b></p> <ul style="list-style-type: none"><li>● Pupils have a lack of access to technology/internet at home- this has widened the gap during remote learning.</li><li>● High % of pupils with SEMH needs</li></ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>● Sustaining the good progress made in this area.</li><li>● Teachers who are new to Y1 and catch up provision in Y2</li></ul>	Current Y6 KS1 EXS+ Reading result	All	Disadvantaged	Non Disadvantaged		50%	35%	61%	Current Y6 KS1 EXS+ Writing result	All	Disadvantaged	Non Disadvantaged		47%	30%	57%	Current Y6 KS1 EXS+ Maths result	All	Disadvantaged	Non Disadvantaged		52%	30%	68%
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	<p><b>Increased outcomes for PP pupils at the end of EYFS.</b></p> <ul style="list-style-type: none"> <li>• Low entry points on starting school.</li> <li>• Impoverished language and lack of play based experiences</li> <li>• Targeting children' prime areas of learning: PSED, CL,PD so that they can effectively access learning alongside their peers</li> </ul> <p><b>Robust quality interventions-including SEMH enables all pupils (including PP pupils) to catch up on lost learning due to Covid-19 restrictions. Interventions are effectively monitored for impact.</b></p> <ul style="list-style-type: none"> <li>• Low cognitive skills amongst disadvantaged pupils (including dual SEN).</li> <li>• Gaps in skills, knowledge and understanding as result of the Covid-19 lockdown.</li> <li>• School has identified a high need for SEMH in school and at home through pupil questionnaire, parental conferencing.</li> <li>• High number of children on Child Protection Register.</li> <li>• Class THRIVE assessments indicate a high percentage of pupils working at a lower stage of emotional development.</li> <li>• Records from behaviour incidents evidence targeted pupils are in need of SEMH support.</li> <li>• Partnership for progress meetings are usually of high impact but may not be face to face this year.</li> <li>• In the past the school has had a high level of fixed term exclusions</li> </ul>
Projected spending	<b>£253,450</b>

### Wider Strategies for Current Academic Year

Measure	Activity
<b>Priority 3 - Improved Attendance and Familial Support</b>	<p><b>Improve attendance of DA pupils to be in line with national average</b></p> <ul style="list-style-type: none"> <li>• Employment of Attendance Lead Administrator (<b>£15,000</b>).</li> <li>• Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</li> <li>• Follow hub Attendance and Punctuality protocol and procedures.</li> <li>• Attendance Passports for identified pupils (<b>£200</b>).</li> <li>• Reward systems for pupils and identified families (e.g. food hampers) (<b>£1,000</b>).</li> </ul> <p><b>Increased parental engagement, aspiration and provision of opportunity for their children.</b></p> <p><b>Digital learning:</b></p> <ul style="list-style-type: none"> <li>• Survey pupil access to home digital access. Purchase set of Chromebooks for remote learning in the event of a bubble lockdown (<b>£ as above</b>).</li> <li>• Subscription to home learning apps and programmes. (<b>£1,500</b>).</li> <li>• Subscription to MarvellousME! Parent communication tool. (<b>£500</b>).</li> <li>• Skills Builder project-development of skills essential to life.</li> </ul> <p><b>Employment of Family Support Advocate (FSA) to work with vulnerable families: (£6,000).</b></p> <ul style="list-style-type: none"> <li>• Provide positive links between home and school</li> <li>• Support families with behavioural/SEMH issues</li> <li>• Support the families and school with attendance issues.</li> <li>• Provide links for families with other agencies</li> <li>• Provide parent workshops and bespoke parenting tips</li> </ul> <p><b>Parent support activities:</b></p> <ul style="list-style-type: none"> <li>• Triple P Parenting Programme (<b>£250</b>).</li> <li>• PSP meetings with parents to support vulnerable families to provide a team around the child approach and to build positive home/school relationships.</li> <li>• Teacher release time for Parent Partnership for Progress Meetings (2x per year) (<b>£3,200</b>).</li> <li>• Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) (<b>£200</b>).</li> <li>• Purchase of 'Marvellous Me' parent communication tool (<b>£500</b>).</li> <li>• Development of 'Woodland Tots' programme for pre-school children to engage in outdoor learning workshops (<b>£500</b>).</li> <li>• Open evenings for parents to support pupils with home learning (6x / year) (<b>£150</b>).</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent invitations to 'Stunning Starts' and 'Fabulous Finishes' to showcase termly topical learning (£200).</li> <li>• Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1,500).</li> <li>• Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1,500).</li> <li>• Support with food parcels</li> <li>• Support with mental health counselling for parents.</li> </ul> <p><b>Aspiration projects, for example:</b></p> <ul style="list-style-type: none"> <li>• ESCC Careers Champion Project embed into school curriculum.</li> <li>• University of Sussex Explorers Programme (£500).</li> <li>• ArtsMark (£3,000).</li> <li>• Digital Leaders (£500).</li> <li>• Weekly outdoor learning sessions for pupils (Nursery - Year 4) and vulnerable group sessions (£600).</li> <li>• Subsidy of school trips and other enrichment opportunities (£10,000).</li> <li>• Inter-generational and community projects e.g. (£250).</li> <li>• Ashley Gardens Care Home (senior friends). (£250).</li> <li>• Shinewater Court (adult disability)-sensory garden . (£250).</li> <li>• Ukulele and samba drumming in Y3 and Y5 (£1000).</li> </ul>
Barriers to learning these priorities address	<p><b>Pupil Attendance</b></p> <ul style="list-style-type: none"> <li>• Attendance continues to be of concern for the school. However whole school attendance shows an improving trend. Attendance has increased by 1.58% over time.</li> <li>• PA rate (2019) is significantly above national.</li> </ul> <p><b>Familial Support</b></p> <ul style="list-style-type: none"> <li>• Low parental perceived value of attendance</li> <li>• The deprivation indicator for the school is above national 0.25. The school has well above the national average of pupil premium families.</li> <li>• Lack of aspiration and enable pupils to make choices in life.</li> <li>• Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances.</li> <li>• Negative impact of covid resulting in increased family hardship and personal circumstance.</li> <li>• Increased mental health issues and well being as a result of covid</li> <li>• Increased number of children requiring social intervention</li> </ul>
Projected spending	<b>£48,550</b>

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Providing professional development time.	<ul style="list-style-type: none"> <li>• Development of monitoring schedule</li> <li>• Development of Swale Academies Trust Pupil Premium Strategic Leadership Group.</li> <li>• INSETdays and weekly Professional Development Meetings</li> <li>• In-house Maths consultant bespoke training and support for teachers / support staff</li> <li>• Maths PD Leads - weekly Maths bitesize briefing for teachers</li> <li>• English PD leads training and support for teachers</li> <li>• Eastbourne Swale Primaries Hub network meetings, moderation and sharing of good practice</li> <li>• NQT release time</li> <li>• Pupil Progress Meetings</li> <li>• EHT / SLT Subject Leadership Reflections</li> <li>• Subject action plans including staff questionnaires to ascertain staff subject knowledge and provide bespoke support.</li> <li>• Pupil Premium Review</li> <li>• Regular stakeholder voice opportunities.</li> </ul>
Targeted Support	Development and support time is provided to enhance subject knowledge.	<ul style="list-style-type: none"> <li>• English Intervention Teacher-development of phonics subject knowledge for staff</li> <li>• Maths consultant bespoke training and support for teachers and support staff e.g. key focus on arithmetic.</li> <li>• English PD leads to support teacher subject knowledge in reading fluency e.g. fluency circle, Lexia and Bug Club</li> </ul>

		<ul style="list-style-type: none"> <li>• Inclusion Manager support through regular bridging meetings with support staff to ensure all pupil targets are met.</li> <li>• EHC pupil planning time allocated for teacher to work with the Inclusion Manager to co-construct learning timetable for the week</li> <li>• SLT to work with teachers to ensure assessment systems are strong.</li> <li>• Inclusion team to work with support staff to ensure tracking and next steps for learning are effective.</li> </ul>
Wider strategies	<p>Attendance during Covid-19</p> <p>Engaging with families facing the most challenges</p>	<ul style="list-style-type: none"> <li>• Risk assessments kept up to date.</li> <li>• DfE guidance followed re absence.</li> <li>• Robust policies and procedures are followed.</li> <li>• Parents are kept up to date with information and guidance.</li> <li>• Continue to work with the Neighbourhood Partnership Group to provide e.g. computers, food parcels, hot meals during holidays etc.</li> <li>• Close liaison with external agencies/family support worker to work in partnership with parents.</li> <li>• PSP meetings for parents</li> <li>• Partnership for progress meetings.</li> </ul>

### Review: Last Year's Aims and Outcomes

Aim	Outcome
<p>Please see the outcome document for 2019/2020 on the school website.</p> <p>Due to the Covid-19 pandemic a measure impact in relation to the previous academic year could not be achieved.</p>	