

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Shoreham Beach Primary
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Darren Vallier
Pupil premium lead	Darren Vallier and Stephanie Barnes
Governor / Trustee lead	Alison Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever 6 FSM – 22 x £1,345 = £29,590 CLA – 2 x 2345 = £4,690 PLAC – 6 x £2345 = £14,070 SERVICE – 1 x £310 = £310 Total = £47,705
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5080

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	£56,845
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Part A: Pupil premium strategy plan

Statement of intent

It is extremely important to note the educational and emotional impact of COVID-19 on our pupils. The pandemic led to school closures across the UK and many countries around the world. This has resulted in 50% of our pupils missing a term of in-school learning. It is likely that remote learning will lead to slower rates of progress and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged or who have been exposed to family trauma and difficult social situations.

We cannot improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step in narrowing the gap. Pupils who in receipt of PP are noted for having less parent interaction with the school and with supporting home learning. Many require chasing for parent consultation appointments. Evidence shows that the more engaged with school and their child's learning a parent is the more likely that child is to achieve ARE or above.

We aim to:

- Ensure strategies are in place to support social and emotional wellbeing
- Create a concept curriculum that is broad, balanced and that provides rich opportunities to inspire pupils
- Increase parental engagement and support for home learning
- Provide wrap-around care which supports PP children's readiness to learn

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils affected by COVID-19. Impact on families. Pupils exposed to trauma, financial hardship, family breakdowns, emotional instability</i>
2	<i>Attendance and punctuality</i>
3	<i>Lack of support at home learning (incl. reading)</i>
4	<i>Lack of resources at home (internet, quiet space for home learning etc)</i>
5	<i>Levels of parental engagement</i>
6	<i>Pupils not ready to learn – tired, lack of breakfast</i>
7	<i>A lack of enthusiasm towards learning</i>

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
1 PP children are targeted and diagnostically assessed as a priority	Gaps and/or learning loss are swiftly identified by class teacher and SENCo. Where appropriate, effective strategies evaluated by the EEF have been identified.
2 Improve PP attendance	Overall attendance is in line with National Average for all schools (NA currently 96%) Gap between disadvantaged and others does not widen (currently School attendance = 96.16%, Pupil Premium Pupils attendance = 94.22%) Persistent Absence for all pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall.
3 Improve engagement with home learning	Home learning is accessible and appealing to all – especially PP children.
4 Increase parental engagement for children in receipt of PP	PP children engage with home learning and benefit from support at home.
5 Ensure PP children's lack of resources at home (internet) does not present a barrier to home learning	PP children have resources at home – or within school – to engage with home learning.
6 Pupils arrive in class ready to learn	Provision of breakfast club ensures PP pupils' basic needs are met, enabling them to focus in lessons.
7 Curriculum engages and inspires PP learners	PP pupils are active learners with a repertoire of strategies to support themselves. They think about their learning more explicitly: planning, monitoring, and evaluating.

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs deployed to support in EYFS and KS1 reading sessions daily. Use of high quality, well chosen, engaging texts. Use of Reciprocal Reading to help children learn to infer meaning from context; summarise or identify key points; use graphic or semantic organisers; develop questioning strategies; and monitor their own comprehension and then identify and resolve difficulties for themselves</p> <p>Strategies are taught to a class and then practiced in pairs or small groups led by TA</p> <p>Improved use of tracking and monitoring to ensure consistent reading.</p> <p>1:1 Priority readers are heard in school at least twice weekly in KS2 daily in KS1.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). (EEF toolkit 2021). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1, 3</p>

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants deployed to deliver short, regular sessions (about 30 minutes, three to five times a week) for target pupils following diagnostic assessment. Tuition will be additional to, but explicitly linked with, normal teaching.</p> <p>Teachers monitor progress to ensure the tutoring is beneficial.</p> <p>Teaching assistants are experienced, well-trained and supported by SENCo for example, delivering a structured intervention</p>	<p>One-to-one tuition and targeted small group tuition can provide approximately five additional months' progress on average (EEF toolkit 2021)</p>	<p>3, 7</p>

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

Budgeted cost: £13,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children with poor attendance are identified as a priority. Teachers to refer poor attendance to Pupil Premium Lead who will follow up to identify potential issues or barriers.</p> <p>Individual incentives as required.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress (EEF toolkit 2021)</p>	<p>2</p>
<p>Tailored school communication through greater use of School Ping, new VLE, personalised email,</p>	<p>Personalised messages linked to learning can promote positive interactions (EEF toolkit 2021).</p>	<p>5</p>

<p>phone calls and meetings to encourage positive dialogue about learning</p> <p>Use of new VLE to provide practical strategies with tips, support, and resources to assist learning at home</p>		
<p>Review home learning policy to ensure it is inclusive</p> <p>Support home learning through providing homework clubs, resources and space for children to attempt tasks.</p>	<p>Home learning has a positive impact on average (+ 5 months) (EEF)</p>	<p>3,4</p>

Total budgeted cost: £56,845

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. However our ongoing teacher assessments, half-termly Pupil Progress Meetings, PUMA and PIRA test outcomes, pupil monitoring, well-being discussions, communication with parents showed that any identified gaps were closed quickly and our focus became ensuring that the level of expectation remained high across the school (especially in writing). There were no major phonic gaps but a number of mathematical areas were identified as having gaps through the PUMA assessments as a result of not being covered due to Lockdown 1

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.