

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	204
Proportion (%) of pupil premium eligible pupils	16% (33)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Darren Vallier
Pupil premium lead	Jan Maclaine
Governor lead	Yolanda Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	1 Ever 6 = £1385 23 FSM x £1,385 = £31855 0 LAC x £2345 = £0 6 PLAC x £2410 = £14,460 1 SERVICE x £320 = £320 Total = £48,020
Recovery premium funding allocation this academic year	£0
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	£48,020

Part A: Pupil premium strategy plan

Statement of intent

Learning without limits

Pupil Premium is a government grant which is allocated to schools, based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant in a way they think will best support the raising of the attainment and achievement for these children.

At Shoreham Beach Primary, we are determined to give every child access to high quality teaching to enable them to reach their potential. For teachers to be able to give the most attention to the children in their care, we also believe that highly skilled support staff including staff trained in supporting emotional wellbeing is essential.

We aim to reduce barriers, raise aspirations and offer a broad range of opportunities for our disadvantaged students.

Research has shown that disadvantaged students have been worst affected by partial school closures and the demands placed upon young people through periods of self-isolation. We have drawn upon the research conducted by the Education Endowment Foundation and others and our plan focuses on implementing and reviewing carefully selected provision that will make a difference: spoken language, self-efficacy, attendance and home-learning.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Children's spoken language is key to closing socio-economic attainment gaps, given the extensive evidence that weaker language skills predict low attainment for disadvantaged children (e.g. Spencer et al, 2016). Seven children in receipt of PP are currently also identified as having difficulties with speech and language (21%).
2	Building pupils' sense of capability is vital to their long-term success. Self-efficacy is emerging as an important factor in attainment, particularly for disadvantaged learners. Research has shown it to be almost as predictive of achieving good educational qualifications by the age of 26 as cognitive skills. Building pupils' sense of capability is vital to their long-term success Research reliably shows a link between disadvantage and agency - or internal locus of control – that is, believing that the engine of change lies at least in part within ourselves. One study found that children of working-class parents had lower locus of control scores at age 10 than children whose parents were in managerial and professional occupations. There were substantial associations between these scores, children's later educational attainment, and their own social class position as adults (Betthaeuser et al, 2020). Observation and pupil voice has shown that of children in receipt of PP have lower confidence in their own ability to succeed than their peers.

3	Challenges in tackling absence indirectly related to the pandemic, such as parents' and pupils' anxieties. There are also some newer challenges such as parents not understanding the latest rules about isolation, being generally cautious or taking holidays now that they are able to.
4	Lack of engagement with home learning . Homework has a positive impact on average (+ 5 months) Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (EEF 2022)

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 Spoken language of PP children matches that of non-PP children.	Spoken language of PP children is targeted and diagnostically assessed as a priority on entry, Gaps and/or learning loss are swiftly identified and where appropriate, effective strategies evaluated by the EEF and others are employed to address gaps.
2 Self-efficacy or internal locus of control of PP children matches that of non-PP children	Observation and pupil voice shows that confidence of children in receipt of PP in their own ability to succeed matches that of their peers.
3 Attendance of PP children matches that of non-PP children	Overall attendance is in line with or above National Average (currently 96%) There is no gap in attendance between disadvantaged and others Persistent Absence for all pupils remains broadly in line with or above NA and gap between disadvantaged and others continues to fall.
4 Improve engagement with home learning	All children engage in and enjoy home-learning. Engagement of PP children is encouraged, supported and monitored by class-teachers.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to ensure staff are skilled in (and make time for) back-and-forth conversations and frequent book-sharing (See SDP)</p> <p>Review the early years learning environment with staff to create more “communication hotspots” (See SDP)</p> <p>Teaching assistants are experienced, well-trained and supported by SENCo for example, delivering a structured intervention including access to targeted small-group language interventions like the well-known Nuffield Early Language Intervention (NELI) and ICAN’s Talk Boost interventions for early years, key stage 1 and 2</p> <p>CPD for all staff on strategies to build self-efficacy such as “pivotal moments” or identification of special talents with the aim that every child leaving Shoreham Beach has achieved Greater Depth in something – whether it be PE, cooking, art, gardening, kindness.</p>	<p>Weaker language skills predict low attainment for disadvantaged children (e.g. Spencer et al, 2016). At the age of five there is a 16-month gap between the vocabulary of children brought up in poverty and the vocabulary of better-off children (Waldfoegel & Washbrook, 2010). At the age of six, the percentage of white boys eligible for free school meals failing the national phonics test is more than twice that of other children. At resits when they were seven, one in five such boys still had not met the expected standard (DfE, 2018). Fewer than one in six children from low-income backgrounds who have fallen behind by the age of seven go on to achieve five “good” GCSEs including English and maths (Save the Children, 2013). Even in primary school, children of working-class parents are found on average to have a much lower sense of agency – that is, a belief they can make a difference to their lives and those of others – than other children (Betthaeuser et al, 2020). Reading comprehension strategies are high impact on average (+6 months). (EEF toolkit 2022). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1</p> <p>1</p> <p>2</p>

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

Budgeted cost: £37,000

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, class teaching. Class teachers monitor progress to ensure the tutoring is beneficial.</p> <p>Language-rich classrooms where children have many opportunities to apply their learning,</p> <p>TAs deployed to support in EYFS and KS1 reading sessions daily. Use of high quality, well chosen, engaging texts. (See SDP)</p> <p>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. Strategies are taught to a class and then practised in pairs or small groups led by TA. Improved use of tracking and monitoring to ensure consistent reading.</p> <p>1:1 Priority readers are heard in school at least</p>	<p>One-to-one tuition and targeted small group tuition can provide approximately five additional months' progress on average (EEF toolkit 2022)</p> <p><i>Gross: Building vocabulary, NATE, April 2020: https://bit.ly/3Hc0ahB</i></p> <p>Reading comprehension strategies are high impact on average +6 months. Collaborative learning approaches have a positive impact of approximately +5 months (EEF 2022)</p>	<p>1</p>

twice weekly in KS2, daily in KS1.		2
Award a certificate of outstanding achievement in at least one curriculum or extra-curricular area, each year, to every child.		

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High expectations for every pupil's attendance at school – but particularly those children in receipt of PP.</p> <p>Expectations communicated clearly, strongly and consistently to parents and to pupils from the outset – from EYFS onwards</p> <p>Explain to parents and pupils why good attendance is important and how it helps pupils to achieve</p> <p>Listen to parents carefully to find out why their children are not attending well enough so that they can act accordingly</p> <p>Challenge parents who do not make sure that their children attend, but also offer support where needed</p> <p>Ensure that attendance is always recorded accurately</p> <p>Systematically analyse attendance information for patterns and trends</p> <p>Use this analysis to target actions, both for individuals and at a whole-school level</p>	<p>Ofsted <i>Securing good attendance and tackling persistent absence</i> Published 7 February 2022</p>	4

<p>Ensure attendance is 'everyone's business' and that all understand that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the curriculum, ethos, behaviour and inclusivity</p>		
<p>Tailored school communication through greater use of School Ping, new VLE, personalised email, phone calls and meetings to encourage positive dialogue about learning Use of VLE to provide practical strategies with tips, support, and resources to assist learning at home.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress (EEF toolkit 2022)</p> <p>Personalised messages linked to learning can promote positive interactions (EEF toolkit 2022).</p>	4
<p>Review of home learning policy to ensure it is inclusive: Emphasising the quality of homework over the quantity. Using a menu of well-designed tasks that are linked to classroom learning. Clearly setting out the aims of homework to pupils. Understanding and addressing any barriers to completion, such as access to a learning device or resources. Explicit teaching of independent learning strategies. Providing high-quality feedback to improve pupil learning. Monitoring the impact homework on pupil engagement, progress and attainment Support home learning through providing homework clubs,</p>	<p>Homework has a positive impact on average (+ 5 months) (EEF) Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.</p>	4

resources and space for children to attempt tasks.		
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Total budgeted cost: £48,020

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

In KS2 there were four children eligible for PP in 2022. Of these, two were also on the SEND register. 50% achieved expected in reading, 25% in writing and 75% in maths.

In KS1 there were three children eligible for PP. Of these, one was also on the SEND register. 33% achieved expected in reading, 0% in writing and 33% in maths.

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?	Subsidy for residential trips (Lodge Hill and Blacklands) – teambuilding, rock climbing, shelter building, potholing and sailing.
What was the impact of that spending on service pupil premium eligible pupils?	Increase in confidence and social interaction following lockdown.