

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	15% (31)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	9 PP+ x £2530 = £22,770 22 PP x £1,455 = £32,010 Total = £54,780
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	£54,780

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	<p>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%).</p>
2	<p>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.</p>
3	<p>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. The attendance of pupils in receipt of pupil premium is slightly lower (94.9%) overall than the school as a whole (96.6%)</p>

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)
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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 (CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a school, we are reviewing and revising the roles of TAs to move away from the model of using them as an informal instructional resource – particularly for pupils in most need - as this has the effect of separating pupils from the classroom, their teacher and their peers. In line with this, we have recruited 3 non-class based specialist SEN TAs to work with	EEF research shows that the use of TAs to deliver targeted interventions in one-to-one or small group settings – with high quality support and training - shows a consistent impact on attainment of approximately three to four months' progress. Evidence also supports a move away from a model of deployment where TAs are assigned to specific pupils for long periods. A more effective approach is the	1,2

<p>groups and individuals across the school.</p> <p>CPD for SENTAs released to attend training at Herons Dale Primary School for children with MLD</p> <p>CPD for SENTA in administering administer S and L screen</p> <p>CPD for DH and SENTA to attend 3 day Dyslexia Accreditation Training with West Sussex Learning Behaviour and Attendance Team</p> <p>CPD for all staff on trauma informed practice</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for YR, Y1, Y2 and Y3 teachers</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher CPD and release time. Review the early years learning environment with staff to create more “communication hotspots” (See SDP)</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>development of teams of teachers and Tas with complementary roles. (<i>Making Best Use of Teaching Assistants</i> Education Endowment Foundation, 2023)</p> <p>DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

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>SEN teaching assistant trained to administer structured intervention including access to targeted small-group language interventions (Nuffield Early Language Intervention or NELI - and ICAN's Talk Boost interventions for early years, key stage 1 and 2)</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>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>Weaker language skills predict low attainment for disadvantaged children (e.g. Spencer et al, 2016).</p> <p>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 (Waldfogel & Washbrook, 2010).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>Reading comprehension strategies are high impact on average (+6 months). (EEF toolkit 2022). Alongside phonics it is</p>	<p>1,2</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>Engaging with the National Tutoring Programme through Third Space to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>a crucial component of early reading instruction</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 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>	<p>3,4</p>
<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</p> <p>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>	<p>4</p>

<p>Review of home additional progress (EEF toolkit 2022)</p> <p>learning policy to ensure it is inclusive: Emphasising the quality of homework over the quantity.</p> <p>Using a menu of well- designed tasks that are linked to classroom learning.</p> <p>Clearly setting out the aims of homework to pupils.</p> <p>Understanding and addressing any barriers to completion, such as access to a learning device or resources. Explicit teaching of independent learning strategies.</p> <p>Providing high-quality feedback to improve pupil learning. Monitoring the impact homework on pupil engagement, progress and attainment</p> <p>Support home learning through providing homework clubs, resources and space for children to attempt tasks.</p>	<p>Homework has a positive impact on average (+ 5 months) (EEF)</p> <p>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>	<p>4</p>
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Total budgeted cost: £54,780

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was an improvement upon results for this group in 2022.

In Year 6 there were nine children eligible for PP in 2023. Of these, four were also on the SEND register, two of whom had EHCPs. 66% achieved expected in reading, 56% in writing and 44% in maths. The figure for greater depth in this groups was 11%. 44% achieved expected in all three. The outcomes for pupil premium children who did not have SEND were 100% in reading, 100% in writing and 80% in maths. 80% achieved combined.

In KS1 there were eight children eligible for PP. Of these, three were also on the SEND register. Again results showed an improvement on 2022: 62% achieved expected in reading, 50% in writing and 62% in maths. 25% achieved combined.

In Year 1 there were two children eligible for PP. Both of these were on the SEND register. Neither passed the phonics screen.