

# Pupil premium strategy statement – Shiplake CE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	2.91% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katherine Page-Howie (Headteacher)
Pupil premium lead	Katherine Page-Howie (Headteacher)
Governor lead	Judit Coulhan (PP/SEND/Safeguarding Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365 (23/24 financial year – 3 pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£4365</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	To provide support to maintain higher rates of progress and attainment across the school for pupils eligible for PP in all subjects, with particular focus on writing and maths
2	To narrow the gap for those pupils not on track to achieve the expected standard at the end of key stage
3	To support the social and emotional needs of pupils eligible for PP funding
4	To provide access to extra-curricular learning (clubs/residentials/visits) for pupils eligible for PP funding

## 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
Children in receipt of PP funding achieve levels of progress in line with rest of cohort (challenge 1 & 2)	Assessment data in line with remainder of cohort
Social and emotional needs of pupils eligible for PP funding supported where required (challenge 3)	Counsellor/ELSA support in place for those in need

Extra-curricular learning supported and opportunities provided for those pupils in receipt of PP funding, where required (challenge 4)	Those eligible attending clubs after-school if they want. No child in receipt of PP funding unable to attend such activities due to financial constraints. School trips are supported financially.
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## 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: £865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to provide greater opportunity for 1:1 and smaller groupings to support reading and writing and maths to boost progress.	Reading/writing/maths outcomes show that the vast majority of disadvantaged pupils meet the expected standard	1 and 2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support to work with specific groups	Intervention groups are planned for over a block period of weeks. Children who will be supported in this way will be baseline assessed at the beginning of the programme and assessed at the end to ascertain impact.	1 and 2
Provide opportunities for regular reading, exploring vocabulary	Monitored intervention programme put in place as appropriate according to individual needs	1 and 2

and catch-up mathematics, in small groups		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff ELSA trained to support the range of needs in school	Children have access to emotional literacy and support whenever necessary  A member of staff in place to support children's wellbeing – 'safe space'	3
School Counsellor in school on a weekly basis to support children in need	Wellbeing and mental health of children and families supported through introduction of these wider strategies	3
Free after-school club place for PP eligible children to support broadening experiences	Children attending clubs and opportunities – no child eligible for PP has not attended an after-school club due to financial constraints	4

**Total budgeted cost: £ 4365**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our assessments and observations demonstrate that confidence, independence and resilience have improved with all PP children. This is difficult to 'measure', however through observation, it is evident children are progressing from their starting points and the majority are now reaching the expected standard.

Note: due to the school's low numbers of PP eligible children, it can be challenging to report impact data in a way which does not identify the individual child. Confidentiality remains paramount and we take the utmost care in this regard.

We hold anecdotal evidence positively reflecting the work that has been achieved this year with our PP pupils