Pupil premium strategy statement – Shamblehurst Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Shamblehurst Primary School
Number of pupils in school	448 (school year 2022-2023)
Proportion (%) of pupil premium eligible pupils	89 (20%FSM) 96 (22% PPG) - updated Autumn 2022
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021-2024
Date on which it will be reviewed	First review December 2022 2nd review December 2023
Statement authorised by	Anna Jones
Pupil premium lead	Key Stage Leaders Anna Jones Katie Edwards KS2 Sally Richards KS1 Michelle Tollefson EYFS
Governor / Trustee lead	Kelly Reid Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,025,00 (current year 2022-2023)
Recovery premium funding allocation this academic year	£11527,00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£168,552,50 (current year 2022-2023)

Part A: Pupil premium strategy plan

Statement of intent

"…every child has access to a learning environment that meets their needs, promotes feelings of safety, that encourages them and promotes the highest expectations and ambitions for all children"
Mary Myatt

'Every child should thrive in school not just survive" Mark Rowland

At Shamblehurst Primary School we relentlessly focus on the impact of socioeconomic disadvantage on our pupils learning and learning behaviours and what we can do to address this. When making decisions about using the Pupil Premium Grant (PPG), we consider the context of our school and the subsequent challenges it's faced with. Research based evidence from the Education Endowment Fund (EEF) is used to inform decisions around the implementation of different strategies and their expected impact on best practice.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Program (NTP) for pupils whose education has been worst affected, including non-disadvantaged pupils. We have opted to use route 3 of this funding, where we are using familiar qualified teachers, who have strong relationships with our children to deliver small group tutoring.

Common barriers to learning for disadvantaged pupils in our school have been vocabulary and language development, lack of understanding and confidence in themselves as learners and attendance and punctuality issues. There may also be complex family situations, which have an impact on a child's social and emotional wellbeing, and prevent them from flourishing. There is no 'one size fits all' approach and all teachers work hard to form relationships with the pupils to ensure their individual needs are met.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in the work that they're set

• act early to intervene at the point need is identified

• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges:

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions indicate that oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from YR R through to KS2 and in general are more prevalent among our disadvantaged pupils.
2	Through observations, assessments, monitoring and coaching our teachers need CPD to further progress their pedagogy so that they can effectively and positively impact the progress of disadvantaged pupils.
3	Assessments and monitoring indicate that writing attainment among disadvantaged pupils is below that of their non-disadvantaged peers.

KS2 Year 6

Area	Disadvantaged	Non disadvantaged
Writing	25% (based on internal assessment)	69% (based on internal assessment)

KS1 Year 2

Area	Disadvantaged	Non disadvantaged
Writing	42% (based on internal assessment)	59% (based on internal assessment)

Through pupil progress meetings and monitoring, spelling has been identified as a significant area of challenge which prevents disadvantaged pupils achieving ARE in writing.

| 4 | Assessments and monitoring indicate that maths attainment among disadvantaged pupils is below that of their non-disadvantaged peers. |

KS2 Year 6

Area	Disadvantaged	Non disadvantaged
Maths	50% (based on internal assessment)	87% (based on internal assessment)

KS1 year 2

Area	Disadvantaged	Non disadvantaged

Maths	67% (based on internal assessment)	59% (based on internal assessment)

Through pupil progress meetings and monitoring, it has been identified that disadvantaged children have gaps in their mathematical knowledge.

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Assessments and monitoring indicate that reading attainment among disadvantaged pupils is below that of their non-disadvantaged peers.

KS2 Year 6

Area	Disadvantaged	Non disadvantaged
Reading	39% (based on internal assessment)	77% (based on internal assessment)

KS1 Year 1

Area	Disadvantaged	Non disadvantaged
Reading	42% (based on internal assessment)	57% (based on internal assessment)

Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers (54% of children on a phonics intervention are in receipt of PPG and a further 29% are recognised as being disadvantaged). This negatively impacts on their development as readers.

6.

Our assessments, observations and discussions with our pupils and their families have identified social and emotional issues for many pupils, notably due to feelings of isolation, social anxieties, and experiencing and witnessing struggles within the home. Attendance for some of our disadvantaged children still remains a barrier to learning.

24% of our disadvantaged currently have external agency involvement.

Teacher referrals for support have markedly increased during the pandemic. currently 25% (41% are in receipt of PPG 53% are disadvantaged) receive additional support in one or more of these areas - counselling, 1:1 ELSA and small group interventions including NOLA and Sensory club.

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.

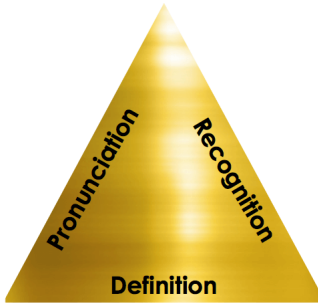| Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: ● The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed by. ● The percentage of all pupils who are persistently absent being below in line or better than national and the figure among disadvantaged pupils being in line or better than national.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 To establish and embed a new assessment system for reading and maths (Renaissance). *2 All staff (Year 2-6) to be trained on how to administer the assessment system in order for the data to be accurate.* *3 All staff (Year 2-6) to be trained on how to use the reports produced to identify gaps in learning and provide accurate next steps and lesson foci.* *4 Train teachers to produce target groups, which have specific gaps, to focus teaching and cutaway/pullback effectively.* *5 SLT to forensically look at data and challenge every term to ensure that teaching is impacting on learning. Helpful next steps and support to be put in place where needed.* *6 SLT to research, review, update and implement feedback and assessment policy based upon live feedback/conferencing and our new assessment system.* *Models of good practice, where data has been used effectively to drive progress will be shared across the school in learning teams and by SLT.*	Mark Rowland stated 'assessment not assumptions'. Accurate assessment drives our next steps we cannot assume because our children are disadvantaged that they have not been successful in home learning nor can we assume that they have. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF "The importance of assessing students' skill mastery early on in schooling is paramount. Research suggests that successful early intervention is the best single predictor of future academic success, particularly in critical areas like reading, language acquisition, and mathematics." https://doc.renlearn.com/KMNet/R001480701GCEBB9.pdf	2,3,4,5

To implement an instructional coaching model to improve teaching (level 4). (2 coaches training on instructional coaching and cascade this practise)	Instructional coaching is not only theoretically promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018), but its impact is also visible in schools. The Basic Coaching Method – Andy Buck The Coaching Habit Say Less, Ask More and Change the way you lead forever. – Michael Bungay Stanier. https://impact.chartered.college/article/implementing-instructional-coaching-school-leaders/ https://www.nationaleducation.college/programme/instructional-coaching	2
Purchase implement and embed - 'Little Wandle' phonics programme.	Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf EEF Phonics evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 5
Implement and embed a KS2 5 step reading strategy by responding and removing the barriers related to language and vocabulary. (Revised 2021 to include reading fluency based on most up to date EFF guidance) Whole Class Reading KS2 strategy for reading.	Our approach is a collective drive to engage with the evidence of the EEF and decide upon approaches to accelerate the progress of disadvantaged pupils. School based evidence. Year on year, internal data has shown that the gap between disadvantaged and non- disadvantaged has been hard to move. This starts in Year R. Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy) we have decided to prioritise responding to the barriers relating to vocabulary. This was also identified by our speech link program and our new assessment tool. https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance?utm_source=/news/eef-publishes-updated-key-stage-2-literacy-guidance&utm_medium=search&utm_campaign=site_search&search_term=ks2 The language gap is one of the key causes of educational disadvantage. It is important that all pupils have access to a knowledge rich, language rich curriculum, with structured classroom discussion and talk that builds confidence and understanding, creating self-regulating, independent learners. Research evidence suggests children from less fortunate backgrounds hear	2, 5

fewer words compared with their more fortunate peers in their crucial early years.

Vocabulary at aged five: There is a 27% gap between the lowest income quintile and the highest. If this gap is not addressed then it widens.•
The lowest quintile are 16% more likely to have conduct problems compared to the highest quintile.
• The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile.

David Didau

In order to comprehend a text we need to know an estimated 95% of its vocabulary.

'If we want to make sure pupils learn this vocabulary we should concentrate on the 'golden triangle' of recognition, pronunciation and definition.https://learningspy.co.uk/literacy/closing-language-gap-building-vocabulary/

UPDATE 2021-22

EEF – fluency

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2

https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency

To ensure consistency of the quality of teaching throughout the school by implementing: Rosenshine's principles of instructions. (Tom Sherrington CPD programme); **Metacognitive strategies within the classroom** and **exploring the impact of relationships** and memory through Tricia Taylor's Connecting the Dots.	https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf "The most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding, and more time correcting errors." https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/ Metacognition: Evidence suggests the use of metacognitive strategies – which get pupils to think about their	1,2,3,4,5

	own learning – can be worth the equivalent of an additional +7 months' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Cognitive Load Theory: https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed program (BEDROCK) which is proven to support and improve the outcomes of disadvantaged children in reading - with a specific focus on language and vocabulary development. Bedrock Vocabulary Program (KS2)	Research suggests that by the age of 5, children from low income households are over a year behind in vocabulary compared to children from high income households. Unfortunately, this 'word gap' does not narrow with time; it only widens Jennings 2018 (Vocabulary Ninja) E.D. Hirsch (2006: 12) supports Stanovich's (1986) argument: "[i]n vocabulary acquisition, a small early advantage grows into a much bigger one unless we intervene very intelligently to help the disadvantaged student learn words at an accelerated rate." As Biemiller (2003: 324) aptly puts it, "If we are serious about increasing standards and bringing a greater proportion of school children to high levels of academic accomplishments, we cannot leave vocabulary development to parents, chance and highly motivated reading." Bedrock Learning closes language gaps by explicitly teaching vocabulary in a long-term digital programme. By implementing explicit vocabulary teaching before students reach the end of primary, we help to close the 19.2 month gap between pupils from disadvantaged backgrounds and their peers. (Closing the gap? Education Policy Institute, 2017) https://bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/	5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 2 separate teachers for KS1 and KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	5
Engaging with the National Tutoring Program to provide (phase 3) school-led tutoring for pupils whose education has been most impacted by the pandemic in Maths. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF EEF – Guidance using PP funding effectively	4
Engaging with the National Tutoring Program to provide (phase 3) school-led tutoring for pupils whose education has been most impacted by the pandemic in English. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF EEF – Guidance using PP funding effectively	5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evolve and embed new behaviour practices across the school. Whole staff training on restorative/relationship driven behaviour – based on 'When the Adults Change Everything Changes	https://whentheadultschange.com/ EEF – Guidance Reports https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	All
Embed principles of good practice set out in the DfE's Improving School Attendance advice. - Appointment attendance support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced attendance issues.	6 – effect on all.
Alongside an embedded PSHE curriculum, provide timely access to ELSA, FSW and councilor to work with children on their wellbeing.	https://www.elsanetwork.org/elsa-network/other-research/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
Evolve and embed National Outdoor Learning Award (NOLA) to help build confidence and develop key personal and interpersonal skills. – targeted groups for disadvantaged pupils with SEMH needs.	The award focuses on 18 personal development skills which stem from six core values: associated with "safety, learning, respect, yourself, others and the environment". The model is simple, but it is this simplicity that makes it so robust and adaptable. https://www.outdoor-learning.org/Good-Practice/Good-Practice/National-Outdoor-Learning-Award	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 160,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-2021 (previous statement reviewed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 to February 2021 led to national tests being cancelled in July 2020 and there is therefore no national data. Internal assessments during 2020/21 show the impact of partial school closures upon our pupils. The impact of Covid-19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. This impact was mitigated in the second lockdown by our resolution to maintain a high quality curriculum aided by use of online resources and platforms.

Upon return to school in Autumn Term we used our internal diagnostic assessment system alongside diagnostic resources supplied by the LEA to identify key gaps and areas to target both on a school, class and individual basis. At the end of Autumn term in 2020, further REN assessments were completed to show progress made throughout the term using Renaissance online assessments for maths and reading and moderated teacher assessment for writing.

The pupils were then required to complete remote learning for virtually a whole term (until 8th March 2021.) Again, we had a digital learning platform in place (SEESAW), the engagement with remote learning was monitored rigorously. Children, who were known to struggle to engage or access with this were immediately allocated places in school alongside those children of key workers. 51 % of our disadvantaged children attended school either on a part time or full time basis. This number increased from 43% at the beginning of the January. This increase was due to the welfare calls and the regular conversations that everyone was having around what is best for the child at the right time. Teachers were asked to monitor how their children were engaging with remote provision. This was triangulated against the welfare call and CPOMS and Seesaw. 91% of disadvantaged children engaged well in education (online, in school or a mixture of both) during this time.

On return to school in Spring, the children again undertook initial diagnostic assessments to inform teaching, so that gaps could be quickly addressed and previous, retained learning assessed.

At the end of the summer term, having been in school for the whole term, further formal standardised assessments were completed. The average percentage of pupils achieving age-related expectations for reading was 69% (ranging from 54% to 72%.)This was a gain of 13%. For disadvantaged children this figure was only 46.4% ranging from 16%- 71%. This indicated that there was no further progress. The average percentage of children achieving age-related expectations in writing was 51.4% (ranging from 37% to 65%.) For disadvantaged children this figure was 30.2% ranging from26%-36%. We did not collect data for writing in March so there is no comparison.

The average percentage of children achieving age-related expectations for maths was 68.6%

(ranging from 53% to 77%.) For disadvantaged children this was 54.4% ranging from 42-86%. This was a 3% increase from March data.

The pupil premium strategy plan for the previous academic year had been considerably affected by the pandemic. However, there was monitoring of the teaching and learning taking place, including the monitoring of remote provision.

CPD for both teachers and support staff was stopped during lockdowns due to the high numbers of staff absences and the high number of staff teaching at school and remotely. This decision was based on well being and workload concerns. Upon return it was clear that the repertoire of some teachers had been impacted by the pandemic – Afl, marking and feedback, questioning and the use of TAS in supporting learning became the main focus for CPD in the remaining Spring and Summer terms.

Our school was committed in ensuring children felt confident returning to school and spent valuable time reintegrating the children back in to 'normal provision'. The school continues there work with a counsellor , who supported children who had been negatively impacted by the pandemic. In addition, our NOLA provision continued to focus on emotional regulation, attention and listening and group work. Data evidencing the progress was both qualitative and quantitative. We continue to build on these approaches in this current strategy.

Attendance was not reportable this year due to Covid. However, the school appointed an attendance officer, with the aim of engaging our most difficult to reach families , as well as those families who have been impacted by the pandemic, through bereavement, anxiety and fear.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Challenge 1 and 2

"The language gap and links to socioeconomic disadvantage are well documented … Every moment in school needs to be a language and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers. Oral language, in particular, is a key indicator of future academic success.' Marc Rowland - Addressing Educational Disadvantage 2021

We have recognised the importance of a rich oracy environment and how it enables children to develop their own thinking and challenge the ideas of others. Over the course of this year, all teaching staff have been trained to deliver 'Lets think English' and Philosophy 4 Children (P4C) sessions and this is part of ongoing CPD. Pupils are taught these lessons on rotation every week from Year 2 to Year 6. Year 1 focus on P4C until the summer term, Lets Think is introduced during transition to Year 2. These sessions will be embedded and will remain a whole school focus.

Lets think lessons systematically develop pupils' skills of inference, deduction and analysis, increasing their confidence, resilience, understanding and ability to express their ideas. They provide experience of 'verbal drafting' which develops pupils' ability to draft analysis, answers. P4C enhances oracy by explicitly teaching and practising the following skills:

- express yourself effectively and with confidence
- speak eloquently, articulate ideas and thoughts
- influence through talking and to listen/respond to others
- have the vocabulary to say what you want to say
- structure your thoughts so that they make sense to others

Closing the Disadvantage Gap - EEF

'*There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' EEF July 2021*

All teaching staff received a metacognition and self regulated learning (SRL) INSET day at the start of the academic year. This set out the strategies and thinking behind the effectiveness of metacognitive and

SRL practices within the classroom. Since then a school metacognition team has been developed and an EEF recommended implementation plan. This has been put in place in order to embed this practice and build in concrete strategies and discussion within the classroom. The metacognition team have worked alongside HISP to develop their plan and this has been shared with all staff.

There has been a clear development of consistent thinking routines across the school which enable the children to build on their knowledge of themselves as a learner. All classrooms have introduced structured talk time within lessons to increase purposeful talk within the classroom with the aim at improving a rich oracy environment. Staff have received CPD on Roseshine's principles with a specific focus on questioning in the classroom. All staff are now aware of the different questions they can pose within a variety of lessons to challenge children to think deeper and build upon their initial response. Cold calling is now part of everyday practice across the school including during assembly time. Pupils are now beginning to use self-regulative strategies to anticipate being asked to respond, sharing their thoughts and building upon others. Pupils are now beginning to show a readiness for being selected, especially PP children who are positively targeted to engage their initial responses and build on the ideas of others. All teaching staff and pupils are developing the patter of 'say it again, say it better'. To build further CPD our LLP provided sessions which revised 'how children learn' and the science behind this. CPD in this area will continue this academic year to embed and further develop current metacognitive and SRL strategies for all children.

Renaissance assessment systems have now been established in school. All staff have been trained on how to administer the assessment systems in order for data to be accurate. They have been trained on how to produce different reports which enable them to identify the gaps in learning and adapt their teaching accordingly. In addition to this, staff have received CPD on how to produce different target groups. This enables them to identify specific gaps to focus teaching on pupil need. SLT forensically look at data and challenge every term through pupil progress meetings to ensure that teaching is impacting on learning. Children who are in receipt of PPG are individually identified and targeted to ensure any gaps which have appeared in their learning are addressed. During these meetings, helpful next steps are discussed and support put in place where needed and with guidance from the SEND team. SLT have researched, reviewed and implemented a new feedback and marking policy in Autumn Term 2021 and have reviewed and updated this again in Autumn 2022.

CPD for staff during phase meetings will continue before the first data drop in the Autumn term to ensure the data is used effectively to fill gaps in knowledge and skills and provide clear lesson foci for Spring Term.

Challenge 3 Writing

Writing was our most impacted core subject from Covid, with stamina, editing and improving dropping off - mainly due to parents not understanding this part of the writing process, the rigour of teaching and learning spellings daily and handwriting.

59% of Key Stage 2 Pp children achieved ARE in writing, compared to 51% Hampshire and 56% National.

70.3% of PP children achieved ARE in SPAG, compared to 53% Hampshire and 59% Nationally.

Writing throughout the school continues to be a focus for us this year and the school has commissioned support from the English team focussed on closing the gap between PP and non-Pp children in writing. The focus will be on looking at task design and learning journeys.

Writing		R	1	2	3	4	5	6
	ARE ALL	78.2	67%	76%	72%	74%	81%	79%
	PP	80%	58%	58%	60%	58%	63%	59%
	Non-PP	78.1%	69%	80%	78%	80%	86%	87%
Gap			+2%	-11%	-22%	-18%	-22%	-23%	-29%

Challenge 4 Maths

Naturally gaps did occur during lockdown and online learning, due to the difficulties caused in teaching certain aspects of maths, as well as children not having access to mathematical equipment.

56% of Key Stage 2 Pp children achieved ARE in maths, compared to 53% in Hampshire - this was in line with National.

In Key Stage 1 67% of PP children achieved ARE compared to 48.4% in Hampshire and 51.9% Nationally.

School used School Led tutoring funding to target disadvantaged and vulnerable learners, initially in Year 6 and year 4. Internal data indicated really strong outcomes.

	Nov	Feb	SATS score
EAL	99	103	106
EHCP	96	99	101
PP	97	104	105
PP	98	105	113
PP	99	97	100
Young carer	99	105	109
SEND	90	94	100
PP	98	98	103
	89	92	97
PP Young Carer	94	97	102
Pp EAL Young Carer	96	97	100
SEND Pp	85	90	95
PP SEND CS	83	88	87
	92	94	98
	96	99	104
Pp Young Carer	97	98	103
Mum left	90	89	91
Young Carer	91	96	99
Recently bereaved	99	96	104
PP	95	96	98
SEND	91	96	100
	88	95	96

Impact of school led tutoring Year 6 arithmetic paper.

Arithmetic focus:

	4.1.22	1.3.22	SATS score
PP	13	22	28
SEND PP	4	7	12
SEND	13	20	31
Mum left	8	14	12
SEND PP	20	16	26
PP	16	24	28
Pp Young carer	10	18	26
Pp EAL Young Carer	19	29	32
Pp Young Carer	21	32	37
PP	20	25	29
EAL	19	28	36
EHCP	15	29	34
Average score	178 15		331 28

Challenge 5 Reading

Our guided reading programme for Ks2 worked really well in lockdown and online working. It was developed by the PP and English lead and is informed by 'Bringing Words to Life' (Beck et al) and follows robust vocabulary and oracy enriching steps over the week.

Reading data for disadvantaged children in Key Stage 2 was 74%, compared to 58% in Hampshire and 62% Nationally. Children in year 6 made a gain of +24% over the year compared to non-Pp children making a gain of +6%.

Reading data in Key Stage One indicated that 58% of disadvantaged children achieved an ARE judgement, compared to 52.3% in Hampshire and 52.3% Nationally.

Internal data also indicates that the gap between pp children and non-Pp children is closing, but remains.

Reading		R	1	2	3	4	5	6
	Are ALL	83.3%	63%	67%	82%	66%	73%	81%
	PP	80%	42%	58%	70%	54%	75%	74%
	Non-PP	84%	69%	71%	88%	69%	73%	84%
GAP		-4%	-27%	-13%	-18%	-15%	+2%	-10%

Phonics - Little Wandle

In October 2021 school implemented the Little Wandle scheme as our Early reading and phonics scheme. All teachers have had training on Little Wandle and those teachers and TAs who are teaching the Little Wandle scheme. The teaching of phonics and early reading has never been less than good and the school has ensured total fidelity to the scheme. We are still analysing the impact of this scheme. In Year R GLD was 78.5% for all children and 80% for Pupil Premium children .

GLD	Shamblehurst	National	Hampshire
	78.5%	70.5%	65.3%

However, data was lower than expected in Year One. School level analysis indicates that those children who were cuspy on the PSC, struggled on the alien words and words with a split diagraph - which had not yet been taught in the Little Wandle scheme. 18 children within the year group did not pass the phonics screening check. All of these children are in an intervention group delivered by very experienced KS1 practitioners. Two children are having one-to -one provision due to their complex needs.

*Ph*onics Data

	Shamblehurst Year 1	*Shamblehurst year 2 data*
All	*70%*	*62.5%*
PP	*50%*	*60%*
Non-PP	*75%*	*66.6%*
SEND	*45%*	*62.5%*
PP-SEND	*60%*	*all SEND*

Year one phonics data therefore was -5.6% below Hampshire and +5.8% below National results.

In Year Two however, 62.5% of children who retook the Phonics screening check passed, compared to 45.8% Hampshire and 44.2% National. 60% of PP children in this group passed. These children were in daily intervention groups delivered by DHT and funded through school led tutoring. Despite 5 out of the 8 passing, these children continue to have daily interventions and reading in year 3. Impact of school led tutoring below:

	Dec 21	March 22	May 22	June 22
SEND	24	34	34	32
Pp EAL	19	29	29	23
SEND pp	14	27	31	34
SEND (decelerated)	22	29	30	32
Pp SEND CS PA	ab	28	32	32
SEND EHCP	13	24	24	23
PP SEND (decelerated) LAC	Unable to take part in group	24	29	32
	13			30

There continues to be phonic and reading groups, using Little Wandle, in years 3, 4 and 5.

School has bought the Key Stage 2 resources, to support with our older learners. The children have reported these are less babyish and are enjoying the content.

Challenge 6

Attendance remains a school priority, in particular for our pupil premium children. At the end of the summer term, 2022, 25% of our pupil premium were deemed persistently absent, 5% of PP had attendance below 80%. Whilst many of these absences were still Covid related, far more PP children were absent compared to their non-PP peers.

FFT attendance breakdown for the year 23.8.21-22.7.22 shows that whole school attendance was above national at 93.8% compared to 92.8%. FSM6 data was also 0.9% above national. Persistent absence data indicated that 15% of children were persistently absent compared to 23% nationally. Covid and chicken pox severely impacted attendance in the first term of 21-22, and this is clear in the FFT graph where whole school attendance dropped to below 85%. 4.5% of PP children had attendance below 80% in 21-22.

Fundamentally, the attendance of our pupil premium children is not in line with their non-PP peers. The data for the first term of the academic year 22-23 shows an improving picture. Whole school attendance is 96.1% , 1.3% above national. In addition, FSM6 data indicates that school data is 0.6% above National at 93.3% - yet a gap between non-Pp children and PP has already emerged. Non-Pp attendance is 96.7% and PP is 93.3%. 20% of our PP children are already deemed persistently absent, 7.3% of these because they have taken holidays.

Our attendance officer closely monitors attendance on a weekly basis, and has established supportive and regular contact with our families. We have recently added incentives for children to attend and parents are regularly contacted and informed about their child's attendance. The attendance officer and Head teacher regularly meet with parents, and the school will increase these face to face meetings now Covid is not a factor inhibiting meetings. Our new attendance policy will go to Governors (Nov 2022). This sets out, in a very clear way, the expectations of attendance for parents, the school, Governors and how we will work with the local Authority.

School has continued to run Family Links course, supported by Barnardos and has reinstated PEEP for Year R parents in Autumn term 22. These are all parenting courses and are often recommended at EHH.

ELSA Due to increased demand, we have trained an additional ELSA who supports ELSA provision in the afternoons. All our LAC children ELSA or a light touch ELSA provision.

Bedrock - Our guided reading scheme is now embedded and this replaces the need for Bedrock. With the increased levels of Little Wandle interventions we felt that another intervention was not needed at this time.

NOLA - NOLA has now become SHOLA - Shamblehurst Outdoor Learning Award. It is clear from monitoring provision that children are transferring skills and behaviours from SHOLA in to the classroom - these include increased resilience, increased levels of confidence, the ability to take risks and manage risks, the ability to fail successfully and to regulate behaviours. 16% of PP children take part in SHOLA compared to 6% of non -PP children.

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
Bedrock Language Programme Purchased in the academic year 2021-2022	https://app.bedrocklearning.org/