



SHANKLEA PRIMARY SCHOOL

Pupil Premium Strategy

2020 – 2021

The pupil premium 2020-2021 of **£74,265** is therefore being spent in the following ways:

Priority 1

High quality first teaching to improve outcomes for disadvantaged pupils.

<p>2 primary school SEND specialist teachers to maintain high standards of teaching.</p>	<p>High quality first teaching and personalised support for Pupil Premium (PP) children should impact strongly upon attainment and progress.</p> <p>High quality next steps live marking should set additional age and ability appropriate learning challenges for PP children.</p> <p>£13,000</p>
<p>1 to 1 tuition/subject specific interventions across the school English and Maths</p>	<p>One to one tuition adult support for under-attaining pupils whose progress needs to be accelerated.</p> <p>£3000</p>
<p>More Able Children Boosters/ Aspire sessions linked to English and Maths</p>	<p>Increased frequency of curriculum challenges for all abilities, aspirational and empowerment.</p> <p>£2,500</p>
<p>Language and Communication Approaches (High impact for low cost – 6 months gain)</p> <p>E-books digital library, early reading scheme books and remote authors</p>	<p>Implementation of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. Studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>£3,000</p>
<p>Early Literacy Approaches (Moderate impact for very low cost – 4 months gain)</p> <p>Interactive Story telling</p> <p>Virtual Pantomime</p>	<p>Implementation of Early literacy approaches aims to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading; activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.</p>

	£1,800
Early Numeracy Approaches (High impact for very low cost – 6 months gain)	Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. Activities in this prime area are structured, for example through programmes designed to develop children's 'number sense' (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games (see also Digital technology), or pretend activities involving counting or using other mathematical language.
	£1,500
Apprenticeships	Technical support for extra-curricular and enhancement of the curriculum via e-learning programmes for nurture, English and Maths, Arts and Sports extra-curricular clubs such as Forest Schooling. This will raise the attainment and progress of PP children in a disguised and engaging way.
	£5,000
Specialist Teaching Assistants KS1 and KS2	To scaffold and boost LAC children and previously LAC self-esteem and resilience when tackling and applying real life problems to the primary curriculum
	£8,000
EYFS Supervision and specialist support for vulnerable children – social and emotional well-being.	Expansion of EYFS provision – Younger and older Nursery age children. Improved early intervention and management of emotional and behavioural difficulties.
Earlier starting age – (high impact for low cost – 6 month gain)	£10,000
Priority 2: Interventions: Support middle and high attainers too.	
SEND Specialist Support: Thrive	Psychological specialist SEND support and behaviour practitioner input for disadvantaged pupils.

	Thrive Minds For Learning behaviour profiles and staff refresher training
	£7,000
Social and emotional learning strategies (Moderate impact for moderate cost – 3 month gain)	<p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They are contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Two broad categories of SEL strategy can be identified:</p> <p>Universal programmes that seek to improve behaviour or engagement throughout settings.</p> <p>Specialised programmes targeted at children with emotional, behavioural or learning difficulties</p>
	£1,000
Priority 3 Wider Strategies: Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential.	
Parental engagement (Moderate outcome for moderate cost – 4 months gain)	<p>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, within our EYFS setting, a key worker is deployed to work with parents through either home visits or other targeted approaches i.e My School Nursing Team.</p>
	£1,000
Physical Development Approaches (Moderate impact for very low cost – 3 month gain)	<p>Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area are focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p> <p>There is evidence that programmes that combine physical activity with strategies to promote self-</p>

	<p>regulation can improve executive function and have a positive impact on learning.</p> <p>Evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children's learning.</p>
	£1,000
<p>Play-based learning (Moderate impact for very low cost – 5 month gain)</p> <p>Play-based therapy has substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p>	<p>Play is broadly defined as an enjoyable activity that is pursued for pleasure or its own sake. It is contrasted with activities that have explicitly defined learning outcomes, or games, which are likely to have clearer rules or a competitive element. Play-based activities are solitary or social, and involve a combination of cognitive and physical elements. Activities are adult-guided, for example through the suggestion of a scenario for pretend play. In other cases, activities are largely child-initiated (“free-play”), with adult involvement focused on the provision of props, or the design and management of the learning environment.</p>
	£1,000
<p>Digital technology (Moderate impact for moderate cost – 4 months gain)</p> <p>Purchase of Chrome Books and subscriptions</p>	<p>Subscriptions to 360 VLE ‘I am Learning’ and ‘My Maths’, Times Tables Rock Stars’ – ICT Maths and English tuition, Mathletics and SpelloDrome; Accelerad; Oxford Owls; RWI FRESHSTART; First Class@Number; Success @Arithmetic, Purple Mash and Sum dog.</p> <p>A number of digital structured programmes and instructional games for four to five year old children that aim to supplement the teaching of early literacy or mathematics skills have been evaluated and have shown positive impacts on learning.</p> <p>Selected students have greater challenge in this supportive environment supplemented by specialist teaching for all disadvantaged students.</p>
	£10,000
<p>Self-regulation strategies (Moderate impact for very low cost - 5 month gain)</p>	<p>Self-regulatory skills are defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Therefore, activities typically include supporting children in articulating their plans and learning strategies and</p>

	<p>reviewing what they have done. A number of approaches use stories or characters to help children remember different learning strategies. It is often easier to observe children's current self-regulation capabilities when they are playing or interacting with a peer. Self-regulation strategies overlap with Social and emotional learning strategies and Behaviour interventions.</p> <p>£1,000</p>
Music therapy and specialist instrumental – emotional support for under achieving pupils	<p>To promote resilience and self-esteem of pupils</p> <p>£3,000</p>
<p>CPD- University links, programming algorithms, Lego Masters</p> <p>Lego Therapy</p>	<p>Specific staff training around mastery, working at greater depth and challenging the disadvantaged to meet inclusion and equality outcomes</p> <p>Workshops with authors, mathematicians, scientists and business ambassadors to boost attainment and progress of more able disadvantaged cohort – providing a motivation to read, write, calculate and problem-solve in situ.</p> <p>£1,500</p>
Total Expenditure	£74,300