

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Sep 2021	Data Sep 2022
School name	Shoreham Village School	Shoreham Village School
Number of pupils in school	91	86
Proportion (%) of pupil premium eligible pupils	18.5%	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	2021-2024
Date this statement was published	December 2021	December 2021
Date on which it will be reviewed	March 2022	March 2022
Statement authorised by	Gillian Lovat-Young	Gillian Lovat-Young
Pupil premium lead	Becky Bass	Becky Bass
Governor / Trustee lead	Teaching and Learning Committee	Teaching and Learning Committee

Funding overview

Detail	Amount 2021	Amount 2022
Pupil premium funding allocation this academic year	£36970	£23545
Recovery premium funding allocation this academic year	£3770	£2465
National Tutoring Programme Funding allocation this academic year	£2835	£2430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£43575	£28440
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have emotional and wellbeing needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class the majority of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged and vulnerable pupils is significantly below that of non-disadvantaged pupils. This gap has been increased by lack of engagement with writing during the pandemic.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 21 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 9 (4 of whom are disadvantaged) receiving small group interventions.
7	Our assessments and observations indicate that the metacognition of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in low motivation to engage in learning, low resilience and emotional literacy especially in EYFS and KS1.

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 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged and non-disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 85% 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 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • increased pupil awareness and understanding of their own resilience and use of tools and strategies to support their own wellbeing
Improved levels of engagement with families of disadvantaged pupils	<p>Increased family engagement with families:</p> <ul style="list-style-type: none"> • supporting pupils' learning at home and at school • attending family forum meetings to be included in school decision making • engaging with school communications
To achieve and sustain improved metacognition for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of independence, motivation and curiosity for learning. Demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none">• Assessments and observations indicate significantly improved metacognition skills among all pupils, particularly disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupils identifying their next steps in learning, developing their own line of further enquiry and seeking challenges, book scrutiny and ongoing formative assessment.
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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: £22750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of more books to support our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve standards of writing by focusing on increasing children’s autonomy and awareness of how they learn - their metacognition. Children will develop their independence, motivation and curiosity for learning. The teaching and learning of metacognitive skills will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Through the MyHappyMind programme, pupils, families and staff will learn about how their brains work, and through use of specific vocabulary, will talk about their wellbeing and develop a range of strategies to manage and maintain good wellbeing. This approach will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

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

Budgeted cost: £ 12900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>

spoken language skills.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £ 9850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6

<p>Provide breakfast club and specific enrichment activities for targeted disadvantaged and vulnerable children.</p>	<p>Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>
<p>Develop parental engagement through the Family Involvement Quality Award.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from The EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p> <p>FIQA</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 43575

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.

July 2022 Data outcomes (from externally produced (KCC) school summary sheet):

	School 2022		Kent		National
FSP	All % 16 pupils	FSM % 2 pupils	All %	FSM %	All %
GLD	75	50	65.4	46.5	65.2
Literacy Goals	75	50	68.3	49.2	68
Maths Goals	75	50	76.9	60.3	75.9
Phonics	All %	FSM %	All %	FSM %	All %
%32+ Year 1 (10 pupils, 2 FSM)	80	50	74.2	56.7	75.5
%32+ Year 2 (2 pupils)	100		41.2	35.5	44.1
KS1 SATs	All % 12 pupils	FSM % 3 pupils	All %	FSM %	All %
Reading	69.2	66.7	67	48.5	66.9
Greater Depth	23.1	33.3	17.8	7.1	18
Writing (TA)	69.2	66.7	57.9	37.7	57.6
Greater Depth	45.4	33.3	7.5	2.2	8.0
Maths	69.2	66.7	68.4	49.4	67.7
Greater Depth	7.7	0	14.1	5.1	15.1
KS2 SATs	All % 14 pupils	FSM % 2 pupils	All %	FSM %	All %
Reading	100	100	73.9	58.8	74
Greater Depth	57	0	27.6	15.9	27.8
EGPS	93	100	69	51.3	72
Greater Depth	14	0	25.2	12.6	28.3
Writing (TA)	100	100	72.7	56.5	69
Greater Depth	28.6	50	15	5.9	12.8
Maths	100	100	69.8	51.6	71
Greater Depth	57	50	21.5	9.8	22.4
Combined	100	100	59.4	40.2	59
Greater Depth	21	0	7.9	2.4	7.2

Further Information on review of outcomes:

Teaching

Activity: Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.

Outcome: Lexia purchased providing structured support for reading and standardised diagnostic assessments for reading. Lexia data shows pupils' incremental improvements through the scheme. Training on use of Lexia provided to all teaching staff who are able to administer the tests correctly and use the programme to support specific teaching points identified as gaps. Key Stage reading data shows improvements.

Activity: Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.

Outcome: Staff training for teaching and teaching support staff on research on use of higher level vocabulary in schools. Creation of subject specific key vocabulary for all subjects within knowledge organisers. Monitoring shows that higher levels of vocabulary are now being used across all subjects; pupils know more, use more and remember more subject specific vocabulary. Training for staff and introduction of 'Designated Reader' programme and purchase of associated books has raised staff skill level in the teaching of reading. Key Stage reading data shows improvements and is above National.

Activity: Purchase of more books to support our [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils

Outcome: Books purchased and being used daily to support phonics learning. End of year phonics screening data is above national.

Activity: 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 (including Teaching for Mastery training).

Outcome: Maths lead has had additional release time to attend Maths Hub training and to have bespoke sessions in school with Maths Hub lead teacher. School has purchased Power Maths scheme to ensure fidelity to one scheme and maths lead has provided internal CPD to all teaching and teaching support staff in the use of Power Maths and the Maths Mastery approach. EYFS and KS1 staff released to attend 'Mastering Number' CPD enabling them to deliver this securely. Key Stage Maths data shows improvements and is above National.

Activity: Improve standards of writing by focusing on increasing children's autonomy and awareness of how they learn - their metacognition. Children will develop their independence, motivation and curiosity for learning.

The teaching and learning of metacognitive skills will be embedded into routine educational practices and supported by professional development and training for staff.

Outcome: Metacognition refresher CPD provided to all teaching and teaching support staff; monitoring shows metacognition is being modelled and one of the many outcomes is that pupils are showing increased stamina for writing. Key Stage Writing data shows improvements and is above National.

Activity: Improve the quality of social and emotional (SEL) learning. Through the MyHappyMind programme, pupils, families and staff will learn about how their brains work, and through use of specific vocabulary, will talk about their wellbeing and develop a range of strategies to manage and maintain good wellbeing. This approach will be embedded into routine educational practices and supported by professional development and training for staff.

Outcome: Staff attended CPD on use of MyHappyMind programme. The school timetable was adapted to ensure the programme is taught three times a week and 'whole school' conversations take place on how to manage and maintain wellbeing. There are fewer 'crisis' incidents and staff, parents and pupils have developed a more proactive approach to managing self and pupil wellbeing.

Further Information on review of outcomes:

Targeted Academic Support:

Activity: Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.

Outcome: Resources purchased/ adopted including staff CPD to deliver correctly: NELE in EYFS, Speech Link, Language Link. Key Stage Reading and Writing data shows improvements and is above National.

Activity: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.

Outcome: Diagnostic testing used to identify pupils in need of additional support and this provided to some pupils who had multiple sessions daily. End of year phonics screening data is above national.

Activity: Engaging with the National Tutoring Programme 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.

Outcome: Pre-teaching provided by experienced teacher as well as teaching support staff for identified pupils. Key Stage Reading, Writing and Maths data shows outcomes for FSM pupils is above National in almost every area.

Further Information on review of outcomes:

Wider strategies:

Activity: Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.

Outcome: Reduction in number of 'serious' behaviour incidents. Two bullying incidents reported and addressed. Salus survey provided data on bullying that the school is using to develop strategies for the next academic year..

Activity: Provide breakfast club and specific enrichment activities for targeted disadvantaged and vulnerable children.

Outcome: The school has used funding to part or fully subsidise Breakfast Club, After school Club, one to one Guitar lessons, school trips, the Y5/6 residential trip. This has resulted in some children starting school in a more settled manner having had breakfast and more able to engage with learning. Others have increased the amount of reading / homework they do as it has been facilitated in After school Club. The ability to attend trips, especially the residential trip has provided enrichment in many ways for certain pupils including social and emotional wellbeing. The one to one music lessons have developed some pupils abilities in a wider sense.

Activity: Develop parental engagement through the Family Involvement Quality Award.

Outcome: FIQA certificate awarded for completion of four pledges in the foundation year.

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
N/a	

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.