

# Pupil premium strategy statement

This statement details our school's use of pupil 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	Shanklea Primary School
Number of pupils in school (Reception to Y6)	295
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2024/2025 2025/2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Mrs Ritson
Pupil premium lead	Mrs Crowther
Governor / Trustee lead	Miss Milne

## Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£91,640</b>

# 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 a social worker and young carers. The activities we have outlined in this statement is also intended to support all pupils 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 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
- work with pupils and parents/ carers to raise aspirations and ensure pupils are well supported with their learning.
- 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	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils which impacts upon their ability to learn. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased. Currently 46 pupils (25 of whom are disadvantaged) currently require additional support with social and emotional needs. This is a 5% increase since 2020.</p>
2	<p>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. 45% of our disadvantaged pupils enter reception below the expected level compared to 27% of all pupils.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class 55% of our disadvantaged pupils arrive below age related expectations for numeracy compared to 39% of all pupils.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Our results show that 66.7% of our disadvantaged pupils achieved expected levels for phonics in 2021 compared to 87.1% of all pupils. This negatively impacts their development as readers.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas of the curriculum.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils.</p> <p>17% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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 2025/2026 show that more than 80% of disadvantaged pupils met the expected standard. *Following a full school review in February 2023, this target was amended to: Increased proportions of disadvantaged pupils will reach age related expectations in reading, writing and maths at the end of Key Stage 2 (2025/2026)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/2026 show that more than 80% of disadvantaged pupils met the expected standard. *Following a full school review in February 2023, this target was amended to: Increased proportions of disadvantaged pupils will reach age related expectations in reading, writing and maths at the end of Key Stage 2 (2025/2026).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%</li> <li>• the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI whole school training for staff to ensure high quality teaching of reading for all teachers and TAs.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><a href="#">EEF – Literacy – improving the teaching and learning of literacy</a></p>	1,4,5
Delivering training in programmes to support high quality assessment and delivery in KS2 English for all pupils to support reading and spelling.	<p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="#">EEF – Literacy – improving the teaching and learning of literacy</a></p>	1,2,4,5
The appointment of a Learning mentor to support pupils social and emotional needs to enhance attendance and in turn future outcomes.	<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5,6,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's	1,3,

We will fund teacher time to ensure teachers know how to deliver mastery lessons	mathematical development, and of effective mathematical pedagogy. <a href="#">Improving mathematics in EYFS and Ks1 - Recommendation - Education Endowment Foundation   EEF</a>	
To provide staff with continuous CPD training through coaching, modelling and support networks in the delivery of RWI.	Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.  In various contexts, both within and beyond teaching, peer support may support development. Peers often share a common language, culture, and knowledge regarding the problems they face and are often able to provide emotional or informational assistance that supports a trainee in improving their practice.  <a href="#">EEF – Effective professional development</a>	4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive delivery of Read Write Inc phonics programme in KS1 Purchase of Read Write Inc spelling for KS2	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  <a href="#">EEF – Literacy – improving the teaching and learning of literacy</a>	1,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1,4,5,

phonics support through RWI Fast Track Tutoring and Fresh Start,	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Daily reading for pupils not meeting age related expectations.	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. <a href="#">EEF – Literacy – improving the teaching and learning of literacy</a>	2,4,5
Use of School Nurse to support pupils specific needs	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): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,6,

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

Budgeted cost: £ 19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing resources for the support of learning at home Accelerated Reader software and books for home reading RWI resources for home learning.	It is important to identify the appropriate level of text difficulty to provide appropriate context to practise the skills, desire to engage and enough challenge to improve reading comprehension.  <a href="#">EEF – Literacy – Improving the teaching and learning of literacy.</a>  Most schools already encourage parents to read with their children in some way, but additional tips, support, and	1,2,4,5

	resources can make home reading more effective. <a href="#">EEF – Working with parents to support Children’s learning.</a>	
Support wider opportunities for all pupils through providing financial support for disadvantaged to engage in extra-curricular activities within school and outside such as music lessons and residential trips.  Additional financial support with extra academic resources for use outside of school.	Aspirational activities that could be considered would be  1. Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy 2. Opportunities for pupils to encounter new experiences or settings. 3. Additional academic support  <a href="#">Aspirational interventions - Education Endowment Foundation</a>	1,2,3,4,5,6
To support families to provide appropriate uniform and other resources for school to enhance attendance and pupil wellbeing.	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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,6
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: £96,700**

## 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 2022-2023.

#### **Review of Intended Outcomes**

##### **Improved oral language skills and vocabulary among disadvantaged pupils.**

Nursery have embedded a phonological plan to support pupils' vocabulary acquisition and to fully prepare them for their RWInc phonics in the summer term.

Reception has embedded Helicopter Stories and Drawing Club. Governor visits indicate this is having a positive impact on oracy skills. Both Nursery and Reception also have story time daily and use the poetry basket.

All pupils from Y2- Y6 now participate in shared reading 3/4 times a week. This shared reading approach focuses on vocabulary acquisition, fluency and developing contextual understanding through high quality text extracts. Internal assessments are completed weekly to inform planning.

We're also currently working on the EEF Lexia project in KS1 and in 2024/2025 this will be rolled out throughout school with a focus on our most vulnerable pupils.

Our 20% readers continue to be heard at least 3 x per week and Fast Track Tutoring has been embedded throughout all year groups up to Y6 and pupils are making good progress which is being tracked individually.

##### **Improved reading attainment among disadvantaged pupils.**

Accelerated Reader has now been purchased for all pupils once they've completed RWInc and new books have been purchased for KS2 with a focus on reluctant readers, engaging boys and high-quality texts for greater depth readers.

CLPE reading scheme introduced from Y2-Y6 with a focus on quality texts. New texts purchased and genres revisited to ensure coverage of all areas of the National Curriculum.

##### **Y6 SATS Results for reading for Pupil Premium:**

- 5/12 achieved 'EXS+' on SATS for reading (42%).
- 2 of the 5 pupils achieved 'GDS' for reading.
- Pupils who moved from 'Emerging' to 'WTS' during the year: 5/12 pupils.
- Pupils achieving 97 scaled score +: 2/12 achieved EXS overall for reading.
- 7/12 pupils EXS be end of year: 58% (teacher assessment).

##### **Y2 SATS Results for reading for Pupil Premium children:**

- 5/11 achieved 'EXS+' on SATS for reading (45.5%).

- 1/11 pupils achieved 'GDS' for reading.
- Pupils who moved from 'Emerging to 'WTS' during the year: 2/11

### **Improved maths attainment for disadvantaged pupils at the end of KS2.**

White Rose Maths is now embedded throughout school (introduced September 2023) and Mastering Maths in Reception and KS1. For KS2 we have Fluent in 7 and 10 daily to support mental arithmetic and problem solving and reasoning and use Maths Shed (in school and as part of homework) to provide targeted support in maths. Unit assessments half termly for White Rose (introduced September 2023) and Head Start assessments are used termly to rigorously monitor progress internally.

### **Y6 SATS results**

- 4/12 pupils 'EXS+' in KS2 SATS maths.
- 1/12 pupil achieved GDS in maths KS2 SATS.
- 5/12 pupils were WTS by the end of the year and had moved from Emerging.

Further adjustments made to the maths curriculum in September 2023 with the introduction of White Rose Maths.

### **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

KS2 has a lunchtime club once a week for our most vulnerable to attend (since September 2023).

Over half of the Anti Bullying Squad and Mini Police include pupil premium children.

Pupil voice led throughout the year indicates pupils' wellbeing is improving, they have adults/ friends they can talk to, they know where to get help if needed and they feel like they are part of the school community and have an input on decision making.

### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

**Attendance of PP 2022-2023: 92.8%**

**Attendance of Non-PP 2022-2023: 94.9%**

Difference of 2.1%. This has reduced by 0.4% this year.

Attendance monitored fortnightly for all PA pupils; meetings held to support families.

**End of July 2023 for all pupils PA nationally 17.2% (full year)**

**End of July 2023 for all pupils PA: 13.9 %**

**End of July 2023 PP: 16.1%**

**Difference of: 2.2%**

**Up until December 2023, whole school PA: 16.2%**

**Up until December 2023, PP, PA: 15.8%**

**Up until December 2023, non PP, PA: 16.4%**

**Difference of: 0.6% and PP PA was lower than non PP PA in autumn 2023.**