



# SHANKLEA PRIMARY SCHOOL

## Pupil Premium Strategy Statement

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Governor/Trustee lead	V Russell		

## 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	317
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Sara Baxter
Pupil premium lead	Sara Baxter
Governor / Trustee lead	Victoria Russell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	89,365.00
Recovery premium funding allocation this academic year	7,395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	96,760

## 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 are 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 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 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 2024/25 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 mathematical development, and of effective mathematical pedagogy.	1,3,

We will fund teacher time to ensure teachers know how to deliver mastery lessons	<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.	<p>Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</p> <p>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.</p> <p><a href="#">EEF – Effective professional development</a></p>	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
<p>Intensive delivery of Read Write Inc phonics programme in KS1</p> <p>Purchase of Read Write Inc spelling for KS2</p>	<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
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through RWI Fast</p>	<p>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:</p>	1,4,5,

Track Tutoring and Fresh Start,	<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 practice 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 resources can make home reading more effective.  <a href="#">EEF – Working with parents to support Children’s learning.</a>	1,2,4,5
Support wider opportunities for all pupils through providing financial support for disadvantaged to engage in	Aspirational activities that could be considered would be	1,2,3,4,5,6



<p>extra-curricular activities within school and outside such as music lessons and residential trips.</p> <p>Additional financial support with extra academic resources for use outside of school.</p>	<ol style="list-style-type: none"> <li>1. Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy</li> <li>2. Opportunities for pupils to encounter new experiences or settings.</li> <li>3. Additional academic support</li> </ol> <p><a href="#">Aspirational interventions - Education Endowment Foundation</a></p>	
<p>To support families to provide appropriate uniform and other resources for school to enhance attendance and pupil wellbeing.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>(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>	<p>1,6</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: £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 2020 to 2021 academic year.

Our internal assessments during 2021/2022 suggested that the performance of all pupils was lower than previous years but that the attainment of disadvantaged pupils was still lower than that of non-disadvantaged pupils in most cases. Our KS2 Sats differed from this with 100% of disadvantaged pupils reaching at least age-related expectations and many exceeding. This could be explained due to the specific cohort and there is still a need to see these improvements consistently across all year groups and over time.

Our assessment shows that many pupils continue to require social and emotional support which will impact upon their general learning within school. Training of all staff in the delivery of thrive has not only supported pupils but has led to early identification of needs and additional support being given. Support has been provided for pupils through the School Nurse and for families through a Thrive agency. The development of the Learning Mentor role will ensure continued support for these pupils allowing them to access the curriculum and ensure improved outcomes long term. We would expect to see this to have greater impact in the next academic year as the role develops further and is in place for the whole year.

Overall attendance in 2021/22 was lower than in the preceding year at 94.1%. Whilst there was still some disruption to attendance due to Covid restrictions, it is still clear to see that absence among pupil premium pupils is lower than non-pupil premium pupils by over 2% and there is a significantly higher gap for pupils with persistent absenteeism. The learning mentor is now working with pupils and their families to support their attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still being impacted by longer term effect of Covid 19. The impact was particularly acute for disadvantaged pupils. We have continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on these approaches and those that support the delivery of quality first teaching through the activities detailed in this plan.