



Shield Row Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Shield Row Primary
Number of pupils in school	163 (Autumn 2023)
Proportion (%) of pupil premium eligible pupils	40% (Autumn 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Sept 2022
Date on which it will be reviewed	Annually
Statement authorised by	J Cooke
Pupil premium lead	J Cooke
Governor / Trustee lead	J Neilands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,572
Recovery Premium funding allocation this academic year	£7380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£93,952

Part A: Pupil premium strategy plan

Statement of intent

At Shield Row Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children**
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children**
- Having high expectations of all pupils and ensuring all staff believe that all children can achieve well**
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective**
- Remembering that pupil premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.**

Since there is an above average proportion of children in receipt of additional funding in school, improvement planning and the pupil premium strategy are closely linked, with the key elements such as oracy, language development and literacy targeted for improvement over time, to help improve the life chances of disadvantaged pupils, whilst also benefiting non-disadvantaged pupils; it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers so all actions are designed to benefit all, with high-quality teaching at the heart of school's approach.

At Shield Row Primary School, Leaders at all levels are ambitious for all groups of pupils. Leaders endeavor to ensure that disadvantaged pupils make the same progress as their non-disadvantaged peers, if they have similar starting points, or accelerated progress if they have lower starting points and therefore "catch up" during their time in school. To this end, school is determined to:

- 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	<u>Low starting points</u> On entry to school our disadvantaged pupils commonly show lower levels of literacy and language and issues with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
2	<u>Less engagement with home reading</u> A lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don't get the same opportunities to practice and develop fluency compared to their non-disadvantaged peers.
3	<u>Weaker oracy skills</u> Pupils who are eligible for pupil premium have less experiences with early language and literacy, meaning there are gaps in their knowledge, understanding and skills, resulting in: limited vocabulary, weaker oracy skills and slower progress in reading.
4	<u>Weaknesses in basic skills</u> Periods of home learning forced by COVID-19 school closures, and a lack of parental engagement, have significantly impacted our disadvantaged pupils' basic skills of: handwriting, spelling, basic punctuation, number sense and fluency.
5	<u>Limited experience outside of school</u> Due to lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences outside of school.
6	<u>Lack of emotional resilience</u> The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.
7	<u>Attendance</u> Low attendance rates impact on the ability to access learning.

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
1. Pupils eligible for pupil premium in EYFS make accelerated progress in all areas to meet national expectations	Children to make year on year improvements to achieve as least NA for disadvantaged children achieving GLD.
2. Ensure that disadvantaged pupils become fluent and confident readers	Children to make year on year improvements to:

	<ul style="list-style-type: none"> • Achieve at least NA for disadvantaged children in the phonics screener. • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 Reading (0+).
3. Ensure disadvantaged pupils are clear and confident speakers enriched by a growing range of vocabulary.	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Demonstrate that they have a wide and varied vocabulary; • Be able to articulate themselves clearly • Understand the nuances of conversation and dialogue and engage well in a range of speaking and listening activities.
4. Ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and intervention	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 Writing (0+).
5. To ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 maths (0+).
6. Ensure all children have the opportunity for curriculum enrichment through experiences, visitors and trips as well as extra-curricular activities.	<p>Through pupil voice, children to report positively about the opportunities provided in the main curriculum and through enrichment activities.</p> <p>Children's participation in enrichment activities, particularly among disadvantaged pupils, increases over time.</p>
7. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Observations show all pupils displaying independence, resilience, self-motivation and collaborative working. Children in social and emotional interventions show clear progress from individual baselines.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in behavior incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
8. Pupil premium children have good attendance.	<p>The average attendance of pupil premium children increases to 95%.</p> <p>The proportion of pupil premium children who are persistent absentees decreases over the next 3 years.</p>

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (including new staff) have received training to support the development of children's language and speaking and listening skills (Oracy) through high quality teaching and guided group intervention:</p> <ul style="list-style-type: none"> • Embed the use of Wellcomm to screen pupils and guide intervention • Embed the use of a progression model for developing Oracy: linguistic; physical; social/emotional; cognitive • Embed the use of a range of strategies for engaging children in speaking and listening activities. • Embed teaching approaches for facilitating language development from YR to Y6. 	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the Early Years include, reading aloud to children, discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context and drawing attention to letters and sounds. On average children that are involved in communication and language approaches make approximately 6 months additional progress over the course of a year. (EEF-Early Years Toolkit-Communication and language approaches)</p>	1
<p>Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1 by ensuring all staff have progressive resources, phonics training and receive regular coaching in effective phonics teaching</p>	<p>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. (EEF Teaching Toolkit-Phonics)</p>	1 2
<p>Ensure that all weaker readers receive timely support and intervention to accelerate progress through high quality teaching and in class intervention in phonics and reading fluency.</p> <p>Ensure resources are available to that all pupils can access reading material that matches ability.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF Teaching Toolkit-Phonics)</p>	1 2
<p>Devise and implement a whole school oracy approach so that spoken language and discussion skills are explicitly taught.</p> <p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. The average impact of oral language interventions is approximately an additional 6 months progress over the course of a year. (EEF Toolkit-Oral Language Interventions)</p>	1 3

<p>Develop non-fiction resource base and offer CPD on the use of non-fiction to develop comprehension skills as well as build cultural capital</p> <p>Ensure adequate release time for the English subject lead to implement necessary changes and to support staff development.</p> <p>Ensure reading comprehension materials are fit for purpose.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>	<p>2</p>
<p>Ensure all relevant staff (including new staff) have received training to support the development of early writing skills through high quality teaching and intervention.</p> <p>Ensure all relevant staff (including new staff) have received training to deliver school's spelling programme.</p> <p>Ensure adequate release time for the English subject lead to implement necessary changes and to support staff development.</p>	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children's learning:</p> <ul style="list-style-type: none"> • In KS1, promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling • In KS2 Teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice. 	<p>4</p>
<p>Ensure all relevant staff (including new staff) have received training to support the development of declarative and procedural maths skills through high quality teaching and structured guided group intervention to ensure mastery of these elements.</p> <p>Ensure adequate release time for Maths subject lead to attend training, lead and implement change, and support staff.</p> <p>Ensure that resourcing in school supports delivery of high quality maths lessons.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction. Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years</p>	<p>5</p>

	professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities. Gains using this approach are approximately 5 months. Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions, TA deployment)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and embed small group intervention following WellComm programme to accelerate acquisition of language skills.	There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence.	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support to close gaps and accelerate progress	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. (EEF Teaching Toolkit-Phonics)	1 2
Targeted 1:1 reading sessions to accelerate progress	Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. (EEF Toolkit-Teaching Assistant Interventions)	2
Develop intervention specific roles where support staff are specifically upskilled in running structured interventions within a specific area, e.g. phonics, writing reading, maths, etc...	Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. (EEF Toolkit-Teaching Assistant Interventions)	4
Target children for small group math intervention with a focus on strengthening declarative knowledge to close gaps in learning, exacerbated by COVID-19	On average 1:1 tuition is very effective at improving pupil outcomes. 1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that 1:1 tuition can be effective providing approximately 5 additional months progress on average. (EEF Toolkit-1:1 Tuition)	4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a range of curriculum and enrichment opportunities to develop children's cultural capital</p> <p>Promote a range of after school clubs which offer free access for disadvantaged pupils</p>	<p>A study by The Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities, including sports clubs, extra tuition and music lessons.</p> <p>"For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school based clubs appear to offer an affordable and inclusive means of supporting academic attainment." Dr Emily Tanner of NatCen social research, Newcastle University.</p> <p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	5
<p>Offer 1:1 and small group social and emotional interventions to support children with developing independence, self-esteem, dealing with anxiety and managing emotions and behaviour</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding however, has very low security so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The studies in the toolkit, focus primarily on academic outcomes but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>(EEF Toolkit-Social and Emotional Learning)</p>	6
<p>Offer fully funded breakfast places to support good attendance and punctuality</p>	<p>"Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches can work."</p> <p>(Extended service in practice-A summary of evaluation evidence for Head teachers, DfE-2011)</p>	7
<p>Embed the principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7

Total budgeted cost: £94,500

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 to 2023 academic year**.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data headlines:

- 100% of Y2 pupils who re-sat the Y1 Phonics Check passed
- 80% (4/5) pupils in KS2 who had not passed the Y1 screen have now passed
- 75% of Y1 pupils passed the Y1 phonics screen (18/23) 38% (3/8) of PP children – 60% of PP who did not pass have SEN, 60% of the PP who did not pass scored 28+ marks.
- In Year 2 56 % of disadvantaged pupils achieved the expected standard in Maths, 44% in reading and 33% in writing. 86% of Y2 PP children are SEN (6/7) and made good progress from their starting points.
- In Y4 Multiplication Tables Check, PP children scored an average of 20.3 which is in-line with national non-disadvantaged pupils in 2022 and well above the National average score for disadvantaged pupils at 17.9.
- In Year 6, 67% (4/6) of PP children reached expected standard in Maths (above the 2022 NA for disadvantaged pupils), 50% (3/6) in Reading and 33% (2/6) in Writing.
- In Reception 57% of PP children achieved GLD (4/7) Of the 3 children who did not, 2 have SEN
- 60% (6/10) children accessing WellComm Intervention have caught up and no longer require intervention. The remaining 40% have had SALT referrals.
- The attendance of PP children for 2022/23 was 95.4% which is 1.4% above national and 0.7% higher than school's PP attendance from the previous year
- 14% of PP children were classed as persistently absent which is 8.6% lower than the national average for PP children and an 8% improvement on 2021/22

School's approach to managing behaviour impact's positively and where children struggle to regulate SEMH intervention is highly successful. Individual Boxhall assessments demonstrate the impact of 1:1 and small group intervention as do behaviour logs. Behaviour log information also shows no significant difference between PP and non-PP children and where there are differences, this can also be attributed to SEND needs.

School's focus on strengthening children's declarative knowledge in maths is having a positive impact across school with PP children in all year groups attaining above National averages for disadvantaged children. 50% of PP children in Y6 achieved 32+ marks on their arithmetic paper.

In terms of basic skills, ongoing monitoring shows that these are strengthening, with the quality of handwriting and accuracy of spelling and sentence construction improving considerably, however this will remain a focus for 2023/24.

The unrelenting focus on reading is impacting positively as children who are not on track are catching up and the proportion of PP children reading age related expectations is rising.

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
NA	