



SHANKLEA PRIMARY SCHOOL

Pupil Premium Statement

Policy Control Details			
Date policy approved:	April 2022		
Prepared by:	Senior Leadership Team	Signature	Date
Approved for issue by:		Signature	Date
Review period:	1 year		
Review required by:	April 2023		
Responsibility for review:	Performance Improvement Committee		

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
School name	Shanklea Primary School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Baxter
Pupil premium lead	Sara Baxter
Governor / Trustee lead	Gavin Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,490.00
Recovery premium funding allocation this academic year	£3,045.00
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	£75535.00

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 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
- 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) 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">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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">• 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%• 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.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure high quality teaching of reading for all teachers and TAs.	The teaching of specific strategies that pupils can apply can help overcome barriers to comprehension. Improving Literacy in Key Stage 2 - Summary of recommendations - Education Endowment Foundation (EEF)	2,4
Training in Narrowing the gap thorough NELI and the training of a Thrive practitioner to impact on EYFS	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher time to ensure curriculum gaps are identified and children are ready to progress on transition.	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Improving mathematics in EYFS and Ks1 - Recommendation - Education Endowment Foundation EEF	3
Improve the quality of social and emotional (SEL) learning through SCARF training SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,5,6

<p>We will appoint a school based learning mentor</p> <p>We will use Educational Psychologist time to support drop ins for staff to support individual pupils</p> <p>We will increase school nurse provision for pupils showing high social and emotional needs</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

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>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>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Engaging with the National Tutoring Pro-gramme 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</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,4,5,6

who receive tutoring will be disadvantaged.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Thrive	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Support wider opportunities for all pupils through providing financial support for disadvantaged to engage in extra-curricular activities within school and outside.</p> <p>Additional financial support with extra academic resources for use outside of school.</p>	<p>Aspirational activities that could be considered would be</p> <ol style="list-style-type: none"> 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 <p>Aspirational interventions - Education Endowment Foundation (EEF)</p>	1,2,3,4,5,6

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
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Total budgeted cost: £75500

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 2020/21 suggested that the performance of all pupils was lower than previous years but that the attainment of disadvantaged pupils was significantly lower than in previous years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Purple Mash and other online resources. The disadvantage was limited further by our efforts to offer school based places to all our disadvantaged pupils. However not all these places were taken up. We used funding to provide more staff to allow more bubbles to be formed allowing more access to school places.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 95.1%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 4 % higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.