

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Shawfield Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	FGB
Pupil premium lead	Stephen Corcoran
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,385
Recovery premium funding allocation this academic year	£6,380
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	£64,765

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.*
- To enable all children to access the learning opportunities and experiences offered at Shawfield Primary School*

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all pupils ensuring that all children access the knowledge and skills through our broad and balanced curriculum.*
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.*
- When making 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean*

that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- *Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.*
- *Monitoring the impact of intervention programmes to ensure children make rapid and sustained progress from their starting points.*
- *1-1 support within a classroom setting*
- *Additional teaching and learning opportunities provided through trained teacher, TA or external agencies*
- *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*
- *Pupil premium resources are to be used to target able children on Free School Meals improve and sustain higher attainment for disadvantaged pupils at our school compared to that with non-disadvantaged nationally*
- *Additional training and support to enable staff to prioritise children's mental health and wellbeing across the curriculum and through targeted interventions.*
- *Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Behaviour support*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils have low aspiration and respect for authority figures
2	Pupils lack emotional resilience and fear taking risks in their learning
3	Pupils lack an understanding of responsibility for themselves and their learning.
4	Pupils' attendance is often lower than the whole school cohort. At present there is a 4.4% difference in attendance
5	Pupils' attainment post COVID is lower than peers due to a lower level of engagement through lockdowns.
6	Pupils often lack parental support due to their attitudes towards education and learning.
7	Families facing financial deprivation.

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
To raise the attainment of Pupil Premium children through Quality First Teaching, early intervention, support and close monitoring	Increase the number of PP children achieving Age Related Expectations at Key Stage 2, in particular those children who are considered Non-SEND PP.
To ensure all children have equal access in all aspects of school life	Children received an active, skilled based Engagement levels are high and low-level disruption is reduced.
To provide children and families a network that supports their mental health and wellbeing	To ensure explicit teaching opportunities to support children's mental health and wellbeing are addressed through QFT. In addition, children are supported through ELSA and Social & Emotional group work.
To provide children a broad, rich range of opportunities.	PP children are able to access residentials, educational visits and trips.

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: £ 4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School Early Reading and Phonics Approach enables children to make sustained progress from their low starting points</p> <p>£1800 ongoing FastTrack training & CPD</p> <p>£1000 resources</p> <p>£1500 licences</p>	<p>EEF (+6) Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>EEF Phonics (+5)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be</p>	<p>1,2,4</p>

<p>Teachers and leaders continue develop a curriculum approach linking the school values of aspiration, respect, resilience and trust.</p> <p>(CPD Time for teachers and subject leaders to develop curriculum – costed within current staffing)</p>	<p>emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Continue to embed a rich, skills-based curriculum that is tailored to the needs of all pupils, where children learn through first-hand experiences. This promotes accelerated progress and increases attainment for those children considered most vulnerable.</p> <p>CPD targeted to build teacher’s subject knowledge. Consider different ways in which children learn.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision teaching and same day intervention is used to narrow the gap</p> <p>Additional 312 hours provision to target intervention from qualified teacher (part funded from school-led tutoring fund) £10,000</p> <p>Shine Intervention Maths £400 Focused group to accelerate progress</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3,5,6</p>

Targeted intervention to support the attainment and progress £10,000	EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	3,5,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children and families have access to a Pastoral Support Team – this will improve parental engagement, support attendance to raise attendance and punctuality and provide targeted emotional support. £44,130	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning School will continue to offer parent workshops to support engagement and increase parents' knowledge to support children to make increased progress.	2, 4, 6,7
To provide access to specialist nurture support £100	Nurture groups support metacognition and self-regulation and ensure children have a range of strategies to choose from during learning activities – School continues to provide emotional support using 'Breakfast club' to support children who are considered vulnerable	
Provide families financial support for children to attend	+5 months – EEF collaborative learning experiences Pupils need support and opportunities to work together, this does not happen	1,2,3,7

<p>residential and educational visits</p> <p>£3000</p> <p>Provide families support to school uniform</p> <p>£1000</p>	<p>automatically. Tasks are designed carefully to ensure all learners benefit fully</p> <p>All children take great pride in their new uniform. This supports wider spending on effective whole-school strategies – this will impact positively on all children whilst increasing attendance and punctuality, whilst building trusting relationships with children and families.</p>	
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Total budgeted cost: £ 67,930

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2021-2022 Pupil Premium Headline Data

	School				National (NCER data)		
	Number of eligible children	PP	Non SEND-PP	Whole Cohort	PP	PP	Whole Cohort
EYFS	3	0%	0%	68%	86,230	49.1%	65%
Phonics	3	0%	0%	63.4%	121,700	62.5%	44.9%
KS1							
Reading	7	14.3%	25%	53.6%	133,770	51.6%	66.9%
Writing	7	14.3%	25%	50.0%	133,770	41.3%	57.6%
Maths	7	14.3%	25%	57.1%	133,770	52.2%	67.7%
KS2							
RWM C	8	50%	66%	71%	129,480	42.8%	58.4%
Reading	8	62.5%	83%	74.2%	129,480	62.3%	74.4%
Writing	8	62.5%	83%	83.8%	129,480	55.6%	69.2%
Maths	8	62.5%	83%	77.4%	129,480	56.5%	71.2%

16 Children considered disadvantaged accessed support via ELSA

2021-2022

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

	Sep-20						Nov-20						Mar-21						Jul-21					
	EXP			GDS			EXP			GDS			EXP			GDS			EXP			GDS		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
PP	23	16	16	0	0	0	40	42	44	9	7	0	34	38	38	4	4	4	45	36	45	5	4	5
Non-PP	44	33	34	8	2	4	76	69	70	20	20	15	69	69	68	22	17	13	61	61	73	19	14	20
Non-SEN PP	47	36	38	8	2	3	83	78	78	22	21	14	50	58	72	7	8	7	48	47	78	11	11	11

Results show that attainment for PP children trends below Non-PP. This data has yet to fully recover from the most recent lockdown. School Leaders predict this recovery to continue over the course of 2020-2021, and remains a strong focus for leaders and teachers.

Over the past academic year, 38 children have benefited from targeted Social, Emotional, Mental Health and Wellbeing Support.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic. This included increased spending on laptops to ensure consistent access to the school's remote learning offer.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation
Read Write Inc. Fastrack	Ruth Miskin Training
Catch Up Reading	The Caxton Trust
Accelerated Reader	Renaissance Learning
White Rose Maths Scheme	TrinityMAT
Shine Maths	Rising Stars