

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	Shawlands Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	18.4 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D Thompson
Pupil premium lead	C Athorn
Governor / Trustee lead	K Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79 320
Recovery premium funding allocation this academic year	£8 410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£87 730
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1 459 309

Part A: Pupil premium strategy plan: Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of children enter school with speech and language difficulties which impact on phonics and early reading/writing through EYFS and KS1 and into KS2.
2	Many children enter school with low phonics knowledge and lacking some basic skills, which affects progress through EYFS and KS1.
3	Lack of access to quality early reading opportunities and resources outside of school, leading to very low baselines.
4	Lack of engagement with, and lack of parent confidence supporting, online and remote learning during the lock-downs, leading to slower rates of progress.
5	Socio-economic and other welfare related issues in the home impacts on children's readiness to learn including low attendance.

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
Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.	Speech and Language impact reports show measureable progress. Teacher observations of SALT children record improved communication skills. Reading and phonics outcomes show accelerated progress for SALT children.
Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Phonics scores for PP pupils go up through the year at least in line with and often faster than, non-PP children. Pass rate at Y1 and Y2 phonics checks for PP children is in line with non-PP pupils. Where this is not the case, scores have improved from baseline data.
The proportion of eligible pupils reaching EXS and GD in Reading increases, closing the gap with 'other pupils'.	KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.
Where children's attainment has dipped or progress has slowed due to the lock-down and other Covid-related barriers, they will accelerate progress through the year towards their expected standards.	Children targeted for additional support, Booster classes and interventions will make accelerated against their Autumn baselines. At least 80% will be working at their expected standard by the end of the year.
For the attendance of eligible pupils to improve through the appropriate support and challenge from school.	Data shows the attendance of eligible pupils increases to be more in line with 'other pupils'.

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: £36,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of additional Teaching Assistants to ensure one in each class each morning, and same-day interventions each afternoon.	EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	1, 4
Maths and Literacy CPD for leaders, disseminated to class teachers.	Positive impact on the strength of teaching and the progress of children after high-quality, needs-led CPD.	3, 4
Phonics CPD for teachers and TAs delivering EYFS and KS1 phonics, plus additional books purchased to support phonics scheme and early reading.	Positive impact on the strength of teaching and the progress of children after high-quality, needs-led CPD.	2, 3

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

Budgeted cost: £29 998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers released one half-day per week to conduct small group and 1:1 interventions and booster groups for target children.	EEF research showing tuition linked to current teaching can boost progress buy up to 5 additional months.	3, 4
Participation in FFT Lightning Squad intervention program	EEF research showing dedicated reading tuition can boost progress buy up to 5 additional months.	3, 4
Retention of non-class based specialist Speech and Language Teaching Assistant to deliver 1:1 SALT to children in need.	Progress made against NHS and therapist-led targets in previous years shows the progress children receiving SALT make both in speech as well as reading and self-confidence.	1, 2, 3

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

Budgeted cost: £29 172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Parent Support Advisor to work with families especially around attendance issues.	Positive impact on families the PSA has worked with previously, both in terms of attendance as well as attitudes to learning and progress.	5
One afternoon per fortnight of EWO support to work with families with attendance issues.	Positive impact on families the EWO has worked with previously, both in terms of attendance as well as attitudes to learning and progress.	5
3 days of non-class based Learning Mentor time per week to work with children exhibiting mental health issues, anxiety etc.	Positive impact on families the LM has worked with previously, both in terms of attendance as well as attitudes to learning and progress.	5

Total budgeted cost: £95 502

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.

Desired outcomes and success criteria	Impact
For children adversely affected by the Covid-19 partial closure to catch up on any lost learning and with the attainment of their peers.	Pupil Premium children and other key children showed the greatest dips in attainment at the Autumn 2020 baselines, and made accelerated progress by the end of the year. In most cohorts the gap between PP and other pupils narrowed by the end of the year.
Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make accelerated progress in Reading and Phonics.	Children accessing Speech and Language support made good progress against their SALT objectives, and also showed increased confidence and participation in class. In phonics, 60% of the Y1 children receiving SALT made good progress in their phonics scores, whilst both of the Y2 SALT children needing to take the check again passed.

	In Reading, the Y1 children made small amounts of progress over the year, whilst all 3 Y2 pupils made at least 5 points progress on their standardised scores (with one become a secure EXS), the Y3 child made 4 pts progress and the Y4 child 17 pts (becoming Greater Depth).
Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Pupil Premium phonics scores in Y1 / Y2
The proportion of eligible pupils reaching EXS and GD at the end of KS1 and KS2 (and in all other cohorts) in Reading increases, closing the gap with 'other pupils'.	The proportion of PP pupils reaching EXS by the end of the year increased in every cohorts and in most cohorts narrowed the difference with the other pupils. The proportion reaching GD increased marginally in Y1,2 and 5 but remained 0 in the other years.
For the attendance of eligible pupils to improve through the appropriate support and challenge from school.	Attendance for PP pupils for 2020-2021 year increased by 4.7% to 95.3%, 1.6% below other pupils (closing the gap by 1.4%).