

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	Shawlands Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	19.8 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D Thompson
Pupil premium lead	C Athorn
Governor lead	A Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82, 555
Recovery premium funding allocation this academic year	£8 120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£90, 675
Total budget for this academic year	£1 460 166

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	Negative impact on standards of Writing from school closures due to Covid requiring further catch-up for some pupils.
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.
The proportion of eligible pupils reaching EXS and GD in Writing 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.
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: £36 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of additional Teaching Assistants to maximise targeted in-class support during morning sessions, 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, 2, 3, 4
Phonics, Reading and Writing 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.	2, 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: £18 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers released one half-day per week for 8 weeks 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 by up to 5 additional months.	2, 3, 4
Fortnightly sessions with a Speech and Language Therapist to work with individuals and groups of children, as well as timetabled work with a trained TA. Timetabled sessions for one TA to deliver Speech and Language sessions.	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: £35 639

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

Total budgeted cost: £90, 789

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.

Desired outcomes and success criteria	Impact
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.	All children on S and L therapy made significant progress against their targets, and were observed to be both more confident and engaged in lessons, but also round school as well
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.	All S and L children showed improved phonics scores, though the majority did not reach the required pass mark. 86% of disadvantaged children in Y1 passed the phonics screening check, with an average points score of 33.6 (compared for 32.2 for non-disadvantaged pupils) 80% of disadvantaged children in Y2 passed the phonics screening re-check, with an average points score of 35.2 (compared for 33.2 for non-disadvantaged pupils)

<p>The proportion of eligible pupils reaching EXS and GD in Reading increases, closing the gap with 'other pupils'.</p>	<p>The gap between the attainment of eligible pupil and 'other' pupils closed for EXS and GDS standards in all year groups except Y3 and Y1. In Y3 it closed significantly by 14% but widened slightly for EXS, and for Y1 it closed significantly for EXS but widened slightly for GDS.</p>
<p>The proportion of eligible pupils reaching EXS and GD in Writing increases, closing the gap with 'other pupils'.</p>	<p>There was a more varied impact evident for writing, with the gap narrowing at the EXS standard in Y1,2,3 staying the same in Y4 and widening slightly in Y5 and Y6. For GDS the gap narrowed slightly in Y6, stayed the same in Y1 and Y3, and increased slightly in Y2, Y4 and Y5. Whole school strategies implemented for Writing were not as successful as intended, and this a whole-school focus for 23-24 again.</p>
<p>For the attendance of eligible pupils to improve through the appropriate support and challenge from school.</p>	<p>Through the year, the attendance of PP children has been above National in Y2 and Y6, but slightly below in the other years. The PA for disadvantaged pupils was 1.5% better than national, compared to 0.5% higher than national for non-eligible pupils.</p>