

# Shawlands School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding, for the academic year 2025-28, 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.

## Statement of Intent

### School overview

Detail	Data
School name	Shawlands Primary
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C Athorn
Pupil premium lead	C Athorn
Governor lead	A Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,730
Looked After Children	£4,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total</b>	£97,530
<b>Total budget for this academic year</b>	£1 460 166

# Part A: Pupil Premium Strategy Plan: 2025/26

## Statement of Intent

Our aim is to ensure that all disadvantaged pupils, including those with additional barriers such as speech and language needs, low prior attainment, or limited access to enrichment, achieve outcomes in line with their peers and are well-prepared for the next stage of education.

We recognise that many children enter our school with under-developed communication skills and limited exposure to books, stories, and wider life experiences. These barriers, alongside socio-economic challenges, can impact on attendance, readiness to learn, and overall progress.

Through carefully targeted use of Pupil Premium funding, we will:

- Provide high-quality teaching, early intervention, and targeted support to close gaps in phonics, reading, and writing.
- Improve pupils' communication skills and confidence, supporting learning across the curriculum.
- Develop pupils' love of reading and ensure they have access to high-quality literature.
- Support pupils' wellbeing, attendance, and readiness to learn through effective pastoral provision.
- Broaden cultural capital and aspirations by offering enriching experiences and opportunities beyond the classroom.

## 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 <b>speech and language difficulties</b> , impacting phonics, early reading, and writing across EYFS, KS1, and into KS2.
2	Many children begin school with <b>low phonics knowledge and limited basic skills</b> , affecting progress in the early years and beyond.
3	<b>Lack of access to quality early reading opportunities and resources outside of school</b> leads to very low baselines, under-developed reading fluency, and limited exposure to age-appropriate literature.
4	<b>Socio-economic and welfare-related challenges</b> (including low attendance, limited readiness for learning, and external pressures at home) impact pupil outcomes and engagement.
5	Disadvantaged pupils often have <b>fewer opportunities for wider life experiences</b> , which limits cultural capital, aspiration, and enrichment.
6	<b>English as an Additional Language (EAL)</b> – a significant proportion of pupils may be learning English, sometimes with limited prior schooling, impacting access to the curriculum.
7	<b>Limited parental engagement in learning</b> – due to work patterns, language barriers, or parents' own negative experiences of education, making home-school partnership more challenging.

## 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
<p>Pupils with speech and language needs make accelerated progress through targeted intervention, enabling improved phonics acquisition and early reading skills and a thorough racy curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupils with speech and language needs make expected or better progress in communication and language.</li> <li>• Targeted pupils show stronger phonological awareness and improved phonics outcomes.</li> <li>• A high proportion of disadvantaged pupils with speech and language needs pass the Phonics Screening Check (Year 1 or Year 2 re-sit).</li> <li>• Pupils grow in confidence with spoken language, shown through greater participation in class talk, storytelling, and discussions.</li> <li>• By the end of KS1, pupils with SLCN can blend and segment accurately and read age-appropriate decodable texts more fluently.</li> <li>• The gap between disadvantaged pupils with SLCN and their peers in phonics, early reading, and language outcomes is reduced.</li> </ul>
<p>All pupils develop secure phonics knowledge by the end of KS1, supporting fluency in reading and accuracy in writing.</p>	<ul style="list-style-type: none"> <li>• Pupils can confidently blend and segment sounds in words.</li> <li>• Pupils apply phonics knowledge to read fluently and with understanding.</li> <li>• Pupils use phonics knowledge to spell words with growing accuracy.</li> <li>• Pupils are ready to move from phonics to wider reading and writing skills by the end of KS1.</li> </ul>
<p>Increased access to high-quality reading opportunities, both in and out of school, ensures disadvantaged pupils develop a love of reading and make at least expected progress.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils read regularly in school and at home.</li> <li>• Pupils talk positively about books and enjoy reading.</li> <li>• Pupils make at least expected progress in reading.</li> </ul>
<p>Pupils receive support through high-quality teaching, targeted catch-up interventions, and increased opportunities for extended writing across the curriculum.</p>	<ul style="list-style-type: none"> <li>• KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.</li> <li>• Pupils receive effective support through quality-first teaching.</li> <li>• Targeted catch-up interventions help pupils make expected or better progress.</li> <li>• Pupils have more chances to write at length across different subjects.</li> <li>• Pupils' writing improves in accuracy, detail, and stamina.</li> </ul>
<p>Attendance of disadvantaged pupils improves, and pupils arrive at school ready to learn, supported by strong pastoral provision and effective engagement with families.</p>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils shows clear improvement.</li> <li>• Pupils arrive at school on time and ready to learn.</li> <li>• Pastoral support helps pupils feel safe, settled, and positive about school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Strong engagement with families supports improved attendance and readiness to learn.</li> </ul>
Disadvantaged pupils benefit from a broad range of enrichment experiences that enhance cultural capital, build confidence, and raise aspirations.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils take part in a wide range of enrichment activities.</li> <li>• Pupils develop new skills, confidence, and knowledge through these experiences.</li> <li>• Pupils show increased curiosity, ambition, and higher aspirations.</li> <li>• Pupils' cultural awareness and understanding of the wider world are broadened.</li> </ul>
EAL pupils gain confidence in learning, develop strong language skills, make good progress in English, and narrow the gap with their peers in reading, writing, and language.	<ul style="list-style-type: none"> <li>• Pupils speak and listen more confidently in class.</li> <li>• Pupils learn new vocabulary and use it in reading and writing.</li> <li>• Pupils make good progress in reading, writing, and English.</li> <li>• The gap between EAL pupils and their peers gets smaller.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head released from classroom to lead teaching, learning, curriculum, and pupil progress, including monitoring and bespoke teacher support.	Leadership that focuses on <b>teaching, learning, and curriculum</b> is linked to better pupil outcomes. The EEF highlights that <b>high-quality professional development, monitoring, and targeted support</b> improve teaching quality and pupil progress. Releasing senior leaders from classroom duties allows them to <b>support teachers, provide coaching, and track pupil progress</b> , which the EEF identifies as an effective strategy for improving outcomes.	1
Focus on CPD for TAs across core areas: phonics, reading, writing, oracy, enrichment, EAL, and SLCN.	Training TAs in phonics, reading, writing, oracy, EAL, and SLCN improves their impact on pupils. EEF research shows that oral language and communication-focused approaches can add <b>6–7 months of learning</b> , while explicit, step-by-step teaching is especially effective for pupils with SEND. Ongoing CPD ensures TAs provide high-quality, targeted support across the curriculum.	1,2,3,6

Embed oracy-focused and language-rich teaching approaches across the curriculum (talk for writing, structured discussion, scaffolding, sentence frames).	EEF research shows that <b>oral language interventions</b> can add <b>around 6 months of progress</b> , and communication-focused approaches in the Early Years can add <b>up to 7 months</b> . Embedding talk for writing, structured discussion, scaffolding, and sentence frames across the curriculum supports vocabulary, comprehension, and overall language development, which in turn improves reading and writing outcomes.	1,6
Retain specialist staff: phonics experts, reading coordinators, SLCN specialists, and enrichment leads.	Retaining specialist staff ensures expert support in phonics, reading, language, and enrichment, which the EEF shows improves pupil progress and outcomes.	1,2,3
Staff training on fostering a love of reading, including book talk, reading for pleasure, and guided reading strategies.	EEF research shows that <b>guided reading and reading comprehension strategies</b> improve pupils' understanding and outcomes. Studies also highlight that <b>informal book talk, reading aloud, and social reading environments</b> increase engagement and foster a love of reading. Staff training in these approaches helps pupils develop reading skills and motivation.	2,3
Staff training on planning curriculum-linked enrichment activities.	Research shows that curriculum-linked enrichment improves academic outcomes, develops wider skills, and increases engagement. Staff training ensures these activities are purposeful, linked to learning, and support a positive school culture.	5

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

Budgeted cost: **£9 900**

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 shows that <b>small-group and 1:1 tuition</b> can add <b>up to 4 months' progress</b> , especially when targeted to pupils' needs. Releasing teachers for regular, focused sessions allows tailored support, improves learning outcomes, and is cost-effective.	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.	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

Small-group and 1:1 intervention for pupils off track in phonics, reading, writing, and language development. (tutoring, language link, reading/writing support)	EEF research shows that <b>small-group and 1:1 interventions</b> in phonics, reading, writing, and language development can add <b>4–6 months of progress</b> . Targeted support from teachers or trained TAs accelerates learning for pupils who are off track and improves reading, writing, and communication skills. Phonics tutoring has enabled all but 1 child to keep up in the previous year	1,2,3
One-to-one support for pupils whose attendance or engagement affects learning.	EEF research shows that <b>one-to-one support</b> for pupils with poor attendance or engagement can re-engage them and improve learning outcomes by addressing individual barriers to participation.  Positive case studies from previous year shows significant improvements.	4,7

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

Budgeted cost: £36,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure access to high-quality texts and resources at home and school (RWinc Portal)	EEF research shows that access to high-quality texts and resources, like the RWI Portal, improves reading outcomes. It supports effective phonics instruction, helps all learners—including SEND pupils—catch up, and provides tools for consistent teaching both at school and home.	3
Encourage participation in extracurricular clubs, projects, and enrichment activities. Including Inter School Sports Programme (PSP) Enterprise Opportunities/Challenge Rock Steady Music, Youth Choir Event School Ambassador Roles	Research shows that participation in extracurricular activities and enrichment projects <b>improves engagement, motivation, and academic outcomes</b> , particularly for disadvantaged pupils. (EEF, 2020)	5,6
Reduce the teaching timetable for the PSA to enable targeted work with families especially around attendance, support to build confidence, engagement, and readiness to learn.	Research indicates that <b>targeted family support from school staff</b> , including PSAs, can improve attendance, engagement, and readiness to learn. Tailored interventions addressing barriers at home are particularly effective for disadvantaged pupils. (EEF, 2020)	7
One morning per fortnight of EWO support to work with families with attendance issues.	Previous years have shown a significant improvement with families working together with school and the EWO.	7

Home-school links to support reading, writing, and language development at home. (spelling shed, rockstars, phonics, writing workshops. Inspire days and assemblies to involve all children and families	EEF research shows that <b>strong home-school links</b> and providing learning resources at home (e.g., phonics, spelling, maths platforms) <b>improve reading, writing, and language outcomes</b> . Engaging families through workshops, assemblies, and school events increases motivation and participation, particularly for disadvantaged pupils.	4,7
EYFS – 50 Life Experiences extended throughout school	Embedding life experiences in the curriculum enriches children's cultural capital and reinforces British values, laying a strong foundation for their future learning and development.	5
Support pupils' wellbeing to remove barriers to learning through the well-being champions	Research consistently supports the integration of wellbeing initiatives, such as the role of Wellbeing Champions, into school environments. These programs have been shown to improve student engagement, attendance, and overall academic performance.	4
Introduction of breakfast club	A free breakfast club supports disadvantaged pupils by ensuring they start the day with a healthy meal, which improves concentration, readiness to learn, and overall wellbeing. By removing barriers linked to hunger and morning routines, the club helps reduce lateness and absence, enabling pupils to make the most of learning time. It also provides opportunities for positive social interaction, building relationships and confidence. This provision directly supports our Pupil Premium strategy by promoting equity, raising attainment, and fostering a supportive school environment for all pupils.	4,7

**Total budgeted cost:** £97'530

## 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 academic year 2024-25.

<b>Desired outcomes and success criteria</b>	<b>Impact</b>
<p><b>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 enough progress to close the gap in Reading and Phonics.</b></p> <ul style="list-style-type: none"> <li>• Speech and Language impact reports show measureable progress.</li> <li>• Teacher observations of SALT children record improved communication skills.</li> <li>• Reading and phonics outcomes show good progress for SALT children that enables them to become readers.</li> </ul>	<p>Targeted speech and language interventions have led to measurable progress, as evidenced in SALT reports. Teachers have observed improved communication and increased engagement across lessons, with pupils showing greater self-confidence when contributing orally. Reading and phonics outcomes demonstrate that most SALT pupils are making good progress, with many closing the gap with their peers and developing into confident readers.</p>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Y1 Phonics is 90%+.</li> <li>• 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.</li> </ul>	<p>Phonics outcomes for disadvantaged pupils show strong improvement. 100% of PP Year 1 pupils passed the phonics check, with PP pupils' scores rising in line with, and often exceeding, their peers. In Year 2, those who had not previously met the threshold either passed the re-check or demonstrated clear progress from their baseline, ensuring the gap in early reading is narrowing.</p>
<p><b>Increased access to specific age-related literature and the modelling of reading skills leading to increased aptitude in fluency and inference</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils have regular access to a good range of age-related literature.</li> <li>• CPD around new teaching techniques (modelling) for Reading have led to increased levels of aptitude around fluency and inference meaning that disadvantaged pupils are more regularly accessing age related literature.</li> </ul>	<p>Disadvantaged pupils now have regular access to a wide range of age-appropriate texts, which has encouraged greater engagement with reading. CPD on modelling reading strategies has improved teaching practice, resulting in noticeable gains in pupils' fluency and inference skills. As a result, more disadvantaged pupils are reading confidently at age-related levels.</p>
<p><b>The proportion of eligible pupils reaching EXS and GD in Reading increases, closing the gap with 'other pupils'.</b></p> <ul style="list-style-type: none"> <li>• KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.</li> </ul>	<p>Reading outcomes for disadvantaged pupils improved, with the proportion achieving EXS rising from 45% to 52% across the year. Internal data confirms good progress at KS1 and KS2, ensuring the gap with non-PP pupils continues to narrow.</p>

<p><b>The proportion of eligible pupils reaching EXS and GD in Writing increases, closing the gap with ‘other pupils’.</b></p> <ul style="list-style-type: none"> <li>• KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.</li> </ul>	<p>Outcomes in writing show continued improvement for disadvantaged pupils. The proportion achieving EXS increased from 42% to 48% across the school, across the year, reflecting good progress from starting points. This has contributed to the gap between PP and non-PP pupils narrowing at both KS1 and KS2.</p>
<p><b>The proportion of eligible pupils passing the MTC increases alongside those reaching EXS and GD in Maths increases, by the end of KS2, closing the gap with ‘other pupils’.</b></p> <ul style="list-style-type: none"> <li>• MTC shows high attainment for PP pupils at 20+</li> <li>• KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.</li> </ul>	<p>Disadvantaged pupils have shown strong progress in mathematics, with ALL achieving 20+ on the MTC. 4 out of 7 disadvantaged pupils achieved full marks (25/25) on the MTC. 2 scored 24/25, and 1 score 21/25 with one pupil improving significantly from a starting point of 4/25. This reflects strong progress across the cohort, with disadvantaged pupils closing the gap with their peers and demonstrating secure fluency in multiplication tables.</p> <p>KS1 and KS2 outcomes demonstrate that PP pupils are making good progress – increasing from 47% to 57% across the year achieving EXS. This has resulted in gaps with non-PP pupils closing by the end of KS2.</p>
<p><b>For the attendance of eligible pupils to improve through the appropriate support and challenge from school.</b></p> <ul style="list-style-type: none"> <li>• Data shows the attendance of eligible pupils increases to be more in line with ‘other pupils’</li> </ul>	<p>There is currently a 2% difference between advantage and disadvantage children. This has narrowed slightly from 2.5% but further work needs to be completed. Breakfast club will hopefully have an impact.</p>
<p><b>Wider opportunities to be provided for disadvantaged pupils to be provided so that they increase their access to different experiences so that they broaden their horizons whilst increasing their confidence, resilience and life skills.</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils to have access to and engage in: Inter School Sports Programme (PSP) Enterprise Opportunities/Challenge Rock Steady Music, Youth Choir Event Children’s University School Ambassador Roles EYFS – 50 Life Experiences</li> </ul>	<p>Disadvantaged pupils have accessed a broad range of enrichment opportunities, including sports, music, enterprise projects, and ambassador roles. Participation has led to increased confidence, resilience, and teamwork, with pupils more willing to take on leadership roles and new challenges. Engagement with initiatives such as Children’s University and the EYFS “50 Life Experiences” has helped to broaden horizons and develop essential life skills.</p>