

Pupil premium strategy statement – Shadwell Primary 2024 – 25

Year 1 of a three year plan

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	1.9%
Academic year/years that our current pupil premium strategy plan covers	2024 - 25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	T.Ellis
Pupil premium lead	T.Ellis
Governor / Trustee lead	N. Meenan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8740

Part A: Pupil premium strategy plan

Statement of intent

In line with our federation vision to be an inspiring, inclusive community, the Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential.

Our intention is that pupils who attract pupil premium funding can progress socially, emotionally and academically to enable them to make the most of the opportunities that life will bring them.

Our intention is that pupils who attract the funding should be supported to access school trips and extra-curricular opportunities.

Our intention is to encourage the pupils who attract funding to be in school on time in the morning.

Finally, our intention is to use the grant to gain additional support for the children's families, where needed, from outside agencies.

Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home, particularly in lockdown which may have longer term implications on children's progress academically, socially and emotionally
- weak language and communication skills
- behavioural, social and emotional difficulties, particularly anxiety
- low confidence and self-esteem

Barriers to learning are discussed for our pupil premium children on a termly basis with the teachers in class and senior leaders to ensure their individual needs are met to the best of our ability as a school and staff.

Evidence suggests that the grant is most effective when applied in three areas, with a focus on teaching:

- Investing in high quality teaching.
- Targeted academic support.
- Wider approaches including access to extra-curricular activities.

We follow this evidence informed approach in our use of the grant funding.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment in some cases and lack of confidence in themselves as learners.
2	Challenging and inconsistent circumstances at home which affect the ability to engage in learning including being at school on time each day or engaging with learning.
3	Risk of lack of access to trips and extra-curricular activities which may limit the development of their cultural capital compared to their peers.

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
High quality teaching and/or additional provision for the children, in lessons or interventions so that that pupils eligible for PP continue to make good progress.	All pupils make good progress from their individual start points in reading, writing and maths. Teachers and teaching assistants will provide adaptive teaching and appropriate support in/out of class to enable this.
Challenging and inconsistent circumstances at home which affect the ability to engage in learning including being at school on time each day.	Challenging and inconsistent circumstances at home which affect the ability to engage in learning including being at school on time each day.
Children have the same access to trips and extra-curricular clubs as their peers.	Costs associated with trips (including residential trips) will be subsidised. Records of extra-curricular activities will be monitored to assess take up. Families of children in this group, will be notified of extra-curricular clubs.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to develop evidence based pedagogical approaches	Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.' (DfE, 2021)	1,2

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

Budgeted cost: £ 4870

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school booster sessions for YR6 children	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.	1,2
Carry out individual and small-group interventions to support and challenge pupils appropriately using teachers or TA's.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1,2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a lunchtime drop in club to provide additional emotional and well-being support for children	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 Foundation)	All
Invest in local extended services and inclusion partnerships including: Payment to cluster for Attendance Officer Speech and Language Therapy Family support etc.	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. Through our local extended services (EPOSS) we provide additional support for PP children who are vulnerable and have additional social and emotional needs. We work closely with the attendance officer to encourage children to attend school by looking at practical ways to support them. We will also offer breakfast club provision (free) to eligible children if needed to encourage families to bring children to school on time.	2,3
Support to access extra-curricular activities/trips/residential visits	Previous activity in this area improves pupil enjoyment and engagement in learning. EEF evidence: those who participate in the arts activities can make 3 months' extra progress.	All
Opportunity to attend breakfast club free of charge	DfE report (2017) identified that: Schools reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club.	1,2

Total budgeted cost: £ 8,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In academic year 23 – 24, pupil premium children accounted for 1.9% of our school population. 50 % of the relevant children were also on the SEND register.

During the academic year 23 – 24 the funding enabled children to attend a range of activities including residential trips or after school activities. This increases their confidence and cultural capital.

We were able to release a member of staff to provide regular, additional pastoral support sessions for children in school in addition to those already provided by our learning mentor. This enabled children to feel more emotionally regulated and able to access learning.

The use of extended family services was a key element for some children. This enabled families to work with school more productively and to access the support needed to enable their children to engage more positively with school. This includes our area attendance officer and family support services.

Attainment data was collected throughout the year using a range of strategies, with end of year data also used including SATS data. Throughout the year, this data was used to track progress and support was put in place and adapted based on this evidence.

All of the children benefited from additional support in class during the week with their learning. The children also accessed additional after school booster sessions or in school intervention groups delivered by our own teachers or teaching assistants to help to bridge gaps and build confidence contributing to progress. Using our own, in-house staff meant we could tailor approaches more closely to the needs of our children and we could deliver these throughout the whole academic year.

Due to the small numbers of children involved, it may be possible to identify specific children from the data, so it is not published here at the year group level. However overall, 50% of children made expected or better than expected progress in maths and 25% made better than expected progress in maths, reading and writing.

The academic year 2024 to 2025 will be the start of a new three year planning cycle.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maximising impact of teaching assistants training for TA's	MITA