

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	Shadwell Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	2.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-3
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sarah Richards
Pupil premium lead	Tracey Ellis
Governor / Trustee lead	Emma Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,330
Recovery premium funding allocation this academic year	£1,000
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	£16,330

Part A: Pupil premium strategy plan

Statement of intent

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. This is directly in line with our ethos and philosophy of 'Excellence for All'. Our Federation Mission Statement communicates our values:

Within our Bramham and Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.

We use our Pupil Premium funding to help us live these values in both our schools.

In our approach to planning and executing this strategy, we follow these key principles which we believe can maximise the impact of our pupil premium spending:

High expectations

We have high expectations for all our children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give each individual the optimum environment and support to enable success.

High quality provision

Quality first teaching is key to good progress and attainment. We work to ensure that all our pupils receive high quality teaching and to undertake consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

Emphasis on basic skills

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

Broad and balanced curriculum

Pupils access a wealth of learning opportunities across all subjects. We work to provide rich cultural experiences and to build up pupils' 'cultural capital'.

Knowing our children

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of under-achievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

Collaboration

We adopt a whole school and whole Federation approach: all relevant staff are involved in identifying and supporting pupils in need and to helping them to overcome the barriers to their learning. We work within the Sphere Federation to share ideas and to challenge each other on the impact of strategies.

Early intervention

High quality provision in the Early Years Foundation Stage with a strong emphasis on reading and oracy and characteristics of effective learning (including metacognition) builds a strong foundation for subsequent success in Key Stages 1 and 2.

There are key elements to the execution of this strategy:

Evaluation

We review how effective our previous strategy was. We are also conscious of the longer-term impacts of the national lockdowns of the academic years 19/20 and 20/21 and continue to monitor our pupils and respond to any academic, social or emotional issues from this period. Prior to the pandemic, we were confident that the strategies we had developed were successful and have continued to implement such strategies with the knowledge they have made a good/significant impact in previous years. We continue to reflect upon the needs of our pupils and upon the impact of our strategies to ensure all children meet their age related expectations.

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.

Use of assessment

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in our Accountability Meetings in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

Provision

Children are individuals with varying needs and as such, we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible and responsive approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

Consideration of evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils and therefore we invest a significant amount in continuing professional development.

Challenges

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

Challenge number	Detail of challenge
1	Behavioural, social and emotional difficulties, particularly anxiety
2	Challenging and inconsistent circumstances at home which affect the ability to engage in learning
3	Lack of resilience when encountering difficulty

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 all children, in all lessons and interventions so that that pupils eligible for PP have high expectations which are in line with ARE and which may demand an acceleration in progress.	All pupils make at least expected progress in Reading, Writing and Maths and teachers plan for children to meet ARE.
More children meet our homework expectations , reading on a daily basis.	All targeted children make strong progress and fluency in reading and demonstrate enjoyment in reading.
Through greater social and emotional support, selected children are more ready and able to learn.	All children chosen for support demonstrate increased engagement in learning evidenced by teacher observation. All of these selected children make at least expected progress in reading, writing and maths.
Through consistent support and challenge, employing metacognitive techniques, targeted children are more resilient in their approach.	All targeted children demonstrate increased resilience as evidenced by teacher observation and tracked via Bounce surveys. All of these selected children make at least expected progress in reading, writing and maths.

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: £9032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of English and Maths leaders to support class teachers	<i>'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.'</i> (DfE, 2021)	All
High quality support for Early Career Teachers in their first two years (ECT framework is fully funded, but there is a cost implication for releasing teachers).	The ECF provides standards to help early career teachers (ECTs) to succeed at the start of their careers. The framework was designed to make sure ECTs focus on learning the essential skills that make the most difference in the classroom and their professional practice.	All
Subsidise leadership costs to free up senior leaders to support new teachers in school.	<i>'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.'</i> (DfE, 2021)	All
Carry out individual and small-group interventions to support and challenge pupils appropriately.	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).	2,3
Training a teaching assistant to work across The Federation to deliver the ELSA programme (Emotional Literacy Support Assistant	Provides training and support for all members of staff across the Federation. Working with children and families to address ongoing needs and responding to children's social and emotional needs.	All
Targeted support for TAs	Regular training and CPD for focused interventions which have been shown to improve progress and attainment through internal tracking	2,3

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

Budgeted cost: £2800

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.	2,3
National Tutoring Programme	We participate in the NTP which will provide tailored group support to PP children to ensure they make the required progress and attainment by the end of the academic year. The focus of these sessions is in developing reading and reading comprehension skills. Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
Alpha to Omega	Delivered by recommendation of the SENIT team. Internal tracking demonstrates accelerated progress made by these children. EEF evidence: 6 months' extra progress can be made through oral language interventions.	2,3
In-house one to one support and interventions	Based on our assessment procedures, children are identified for targeted support throughout the school day in order to make the required progress and attainment. This is reviewed at the start of each term and adjusted to meet the needs of the children. Our in-house assessment data shows children make at least good if not accelerated progress as a result of interventions.	2,3
Times Tables Rockstars	Children can receive a tailored set of objectives to work on at home to improve their fluency in maths EEF evidence: 5 months' extra progress can be made through effective homework.	2,3

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

Budgeted cost: £4498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise deployment of TA to create small group support in PE to encourage attendance	This is a new strategy this year which we therefore have limited evidence for. Attendance data will be monitored to establish the impact of this.	1
Subsidised appointment of Emotional Literacy Support Assistant (ELSA)	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: One to one counsellor Mindmate EPOSS referrals Payment to cluster for Attendance Officer Speech and Language Therapy	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress. Through EPOSS we provide one to one counselling and talk time 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 with transport, home visits and reassurance.	All
Zones of Regulation approach introduced across school	In consultation with external agencies such as CAMHS, SALT and OT, this approach teaches children to learn to identify and then self-regulate their emotional, sensory and energy needs in response to the situations they find themselves in each day. EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	1,3
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits undertaken as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning EEF evidence: those who participate in the arts can make 3 months' extra progress. We run a range of subsidised enrichment activities after school including sports teams, art, music and language clubs and subsidise our Year 6 residential for our PP children.	All

Total budgeted cost: £16,330

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 2021 to 2022 academic year.

In 2021- 22 pupil Premium children made up 4.3% of the school population.

67% of the PP children were also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary.

33% of the PP children are listed as vulnerable.

Attainment data was collected throughout the year, with end of year data also including SATS data for the first time since the periods of national lockdowns. Throughout the year, attainment data was used to track progress and support was put in place and adapted based on this evidence.

88% of PP children made “expected & above” progress in Writing.

In Reading, 100% of PP children made progress that was “expected and above.”

In Maths, 100% of PP children made progress that was categorised as “expected & above.”

In 2021-22 we continued to gather internal data alongside national statutory testing results (published data is not yet available for comparison)

Accelerated progress for PP children was a focus for 2021/22; those children falling behind the usual annual expectation of 7 points progress were targeted for recovery of learning.

Interventions (including additional reading) and monitoring of these children at pivotal points throughout the year took place. As the data above shows, this was achieved for all PP children in reading and maths and for the majority in writing.

Progress was limited during the national lockdowns and we continue to see the impacts of this on our PP children. Teachers report that many of the PP children did little academic work during lockdown and that parents struggled to support them with their learning. In addition to this we know that many PP children had no routines for sleeping and structuring their day. All of these children were invited into Key Worker care as a priority, however some parents did not keep to this daily routine and children did not access regular learning, despite regular communication with parents to encourage this. Although the PP group in this year made expected progress or above, there are still gaps in learning which we will continue to address throughout 2022/23 plan.

Alpha to Omega - Class teachers reported that the PP children who participated in this intervention worked with enthusiasm and growing confidence. These children achieved progress that was “very good and above.” Strategies from the intervention could be seen being independently implemented in the classroom.

56% of the PP children have benefitted from Talk Times this year. Class teachers have given consistent feedback around the importance of these sessions and the positive impact upon the children. This has been passed on in handover to their next teachers so that the 'Talk Time' sessions can continue seamlessly through 2022/23.

All PP children received both maths and English homework weekly as well as spellings, Athletics and times tables in the academic year 2021/22.

The Education Endowment Foundation reports that homework has an impact of +2 Months. Evidence suggests that the use of digital technology, particularly to supplement other approaches to teaching, (such as using Mathematics for homework) has an impact of +4 months.

Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop metacognition to help PP children recognise their emotions, motivating factors and barriers. In addition, the Zones of Regulation approach was introduced across school and initial staff training was carried out in the academic year 2021/22 This approach enables our PP children to learn to identify and self-regulate their emotions, energy and sensory needs to enable them to more effectively manage their response to daily situations.

The EEF Toolkit reports that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 7 months' additional progress.

The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. There were indications that some programmes were particularly beneficial for pupils from low income families.

PP spending supports children whose parents require additional help with the cost of visits, visitors and residential.

Externally provided programmes

Programme	Provider
ELSA	Leeds ELSA
NTP	The Tutor Trust

Service pupil premium funding (optional) N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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