

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Shawclough Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	106 Children 25.5%
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	September 2026
Statement authorised by	Joseph Doyle
Pupil premium lead	Joseph Doyle
Governor / Trustee lead	Carly Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144225
Recovery premium funding allocation this academic year	£ 0
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	£144225

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

CONTEXT OF SCHOOL

Shawclough is a two form entry primary school in Rochdale with an LA resourced provision for Autistic Spectrum Condition children and a Special Educational Needs Unit for pupils with complex needs. Within the community, there are areas of significant deprivation in relation to the national context. Rochdale itself is also one of the most deprived boroughs in the country. A quarter of the children in school are entitled to the pupil premium.

Our children, in many areas, make outstanding progress. Many of the children enter with poor social skills therefore we work hard to ensure that their first experience in school is both supportive and developmental. The pastoral care of children is thorough and understood by all the staff who come into contact with the child.

We have a total of 419 pupils in school, which includes an 18 commissioned place Autism provision which is currently educated 21 pupils. We also have a unit for children with more complex needs for 9 pupils.

Shawclough is a highly inclusive school; we have a number of children who need behaviour support, health support, social services and education welfare. We provide access to a range of workers; including bereavement, school nurse etc. All of these partnerships are highly beneficial to our learners. We also provide a room for LAC families to meet with supervised and unsupervised contact. In addition, we have funded Speech & Language programmes (Welcomm and Elklan).

The housing in the areas is a mixture of social housing, private rental and private ownership. Areas of our district faces high levels of deprivation: a significant number of our families despite being in areas of deprivation are not eligible for 'Universal credit' top ups- which would identify children as receiving Pupil Premium Funding,' these 'breadline families' rely on support from the local foodbanks and support from school; as their Zero hour / casual contracts effect their ability (and the schools) to claim this much needed financial support. School has its own foodbank and regularly provides food parcel to these families.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

ACHIEVING OBJECTIVES

Additional teaching and learning opportunities provided through trained TAs or external agencies.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Use of small group or individual support where appropriate.

Pay towards activities and educational visits, ensuring all children have first-hand experiences to use in their learning in the classroom

Supporting the funding of specialist learning software.

Providing behaviour and nurture support during lunchtimes through activities to engage and promote Shawclough's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Disrupted family lives, possibly leading to social care / external agency support
3	Less developed language and communication skills
4	Social emotional or behavioural barriers to learning

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematic	To continue to achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 96% and that persistent absenteeism is below the national average

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: £ 77981.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Movement of TA1 support to Reception to support with screening all children on entry and put support into bespoke programmes and support putting them into place. £37180	On entry to Reception many children have low language and communication skills (DATA). Children do not have the breadth of vocabulary, knowledge and skills that 'typical' Reception children have. This therefore impacts standards in other areas.	1
<i>SENCo Additional release time and additional support.</i> £10,580.40 – release time £26435– additional support	42% of our PP children are also identified as having SEN This makes up 60 % of our SEN list and increases. An increasing number of referrals to external agencies, such as speech and language and healthy young minds are needed for these children.	4
Release time for TA 3 to attend WELLCOMM training (1 day) £101.70 Release for 2 members of staff to attend ELKLAN sessions. £135	Low language skills has been identified as an issue in baseline data and the impact of this is seen throughout KS1 in both their reading and writing activities. All children across school to be listed and grouped for Wellcomm.	3
STAFF CPD REAL trust subscription £3550	High quality CPD is required to enable teachers and TAS to follow EEF principles. Support from local clusters and English hub to ensure strategies are being followed	3,4

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

Budgeted cost: £ 41,355.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA level 4 based in Key stage 2, one to one support and structured interventions with a focus for Year 4, 5 and 6. £28,712	Data in KS2 shows a significant gap between pp and non pp children. This shows there is a need to accelerate progress and narrow gap through structured interventions and targeted support.	3,2
Cover for Teacher and TA3 for 4 days as home visits take place prior to starting school £406.80	Effective transition into school in Early Years and establishing good relationships with families enable school to provide an early help offer which provides support where most needed.	3
Wellcomm toolkit to provide targeted support.	Low base line for language and communication on entry to school requiring early intervention to enable children to access the curriculum.	3
Additional TAs to provide additional teaching, feedback and responsive support during 2x TA2 10hrs per week £10,202.40	Progress for PP pupils is historically low when looking at statutory data and this is also reflected in our internal data. Pre / post tutoring and support as part of high quality teaching is to be put in to place to diminish this gap. EEF feedback guidance.	3,4
3 TA 5 x ½ hour phonics sessions. £1,585.35	Phonics data has previously been on an upward trend through using small group RWI phonics approach which needs to continue to sustain this attainment. Since Covid extra emphasis is now in phonics	3

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

Budgeted cost: £ 22,042.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport and trips £1,000	Subsidising costs to provide opportunities for disadvantaged pupils to participate in wider opportunities and experiences (e.g.enrichment clubs, school visits)	2
<i>Pastoral /attendance support worker</i> <i>Attendance 10 hours a week</i> £7,425.60	38.7% out of our pupil premium children have required additional support from either Early Help Assessment or the Safeguarding Team. This requires regular meetings and contact with outside agencies alongside providing regular support to families both by phone and in person.	1, 2
<i>Wellbeing support</i> <i>TA 2 20 hours a term</i> £784.80 <i>TA4 10 hours a week.</i> £7,425.60	Stirling Wellbeing assessment identified a number of PP chn who are not in a positive emotional support or do not have a positive emotional outlook. Support both through formal and informal interventions is needed. Use of Wellbeing dominoes and Talkabout programme to address identified needs.	2
<i>Cpoms</i> £680	Due to the number of ongoing concerns and communications with agencies there is a need to provide secure online monitoring of CP , safeguarding and wider student pastoral welfare.	2
<i>Garden Resources and Equipment for gardening club and activities</i> £251.60	Providing a stimulating and structured playtime and outdoor learning environment for all PP chn , providing an opportunity	2
Cost of RWI £2175	Phonics data has previously been on an upward trend through using small group RWI phonics approach which needs to continue to sustain this attainment.	3
Cost of 3D PSHE £210	Providing a structured PSHE ensuring that all children are given the awareness and lessons that will help them be safe and healthy	

Total budgeted cost: £ 141379.85

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 2023 to 2024 academic year.

The data below shows the progress and attainment of pupil premium during the academic year 2024 / 25.

	Percentage of children achieving GLD at the end of Reception	Percentage of children achieving pass in phonics screening at end of Year 1	Percentage of children achieving pass in phonics screening at end of Year 2
ALL	56%	66%	50%
Pupil premium	27%	30%	33%

	Percentage of pupils achieving expected standard at the end of Year 6				
	Reading	Writing	Maths	Reading, Writing & Maths (combined)	GPS
ALL	78	85	71	60	76
Pupil premium	64	68	68	48	52

Externally provided programmes

Programme & Provide
Times Tables Rock Stars (Maths Circle)
Class Dojo
CPOMS
Tapestry