



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shelley First School
Number of pupils in school	8
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Donna Waddington
Pupil premium lead	Catherine Smith
Governor / Trustee lead	Jason Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,832
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	£10,832
Recovery Premium (additional)	£2000

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to provide a happy, safe and inclusive environment in which every child will thrive and reach their potential. To enable them to develop as caring, respectful, resilient individuals who embrace learning and are well equipped for their next stage in life.

Therefore, regardless of background or barriers, we want all pupils at Shelley First School to access a broad, balanced and enriched curriculum with quality first teaching and learning at its heart. Not all disadvantaged pupils receive allocated funding and this focus upon the quality of what is taught is an investment in our children and staff.

We aim to swiftly identify any barriers to learning for children and ensure provisions are carefully planned to address and remove these.

Our strategy is informed by research, including that of the Education Endowment Foundation and like all aspects of our School Development work is driven by and centred around our school vision and values.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in literacy and numeracy
2	Language delay limiting access to learning
3	Linking new information to previously learned information and retaining this information which limits progress
4	Social and emotional needs impacting upon access to learning
5	Parental involvement and developing their understanding of how they can support their child
6	Impact of Covid-19 on well-being and readiness to learn: non-academic barriers.

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
Gaps in English and Maths will be closed to support children to catch up to their Age-Related Expectations	Pupil Progress will show children closing gaps in English and Maths knowledge and outcomes being closer to their Age Related Expectations
Language delays are addressed to support children to better access learning	Children will make progress in Communication and Language strands to help them access learning more independently and make progress across other areas of learning.
Children with working memory difficulties are supported through improved teaching and learning strategies	Teaching strategies are consistent across school that build stronger working memory through retrieval practice. Review show children are learning more and remembering more.
Social and emotional needs impacting upon access to learning are better met so vulnerable children can access a full education	Children are supported in their social and emotional needs so they can be more regulated for accessing learning.
Parental engagement is strong and families are supported to meet children's needs	Parents feel supported and informed to support their children emotionally and academically.
Recovery Premium. Children have strategies for meta-cognition, to support themselves to self-regulate, and to recognise learning styles in order to be ready to learn.	Removal of non-academic barriers to learning, through regulation and well-being support interventions post COVID

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: £2500 towards CPD and release time costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Phonics and Early Reading CPD for all staff – dedicate 1 INSET day to teacher development in this area	Resources used and training delivered are those linked to quality assured phonics and reading scheme used in school and delivered by skilled professionals.	1,
Release teachers to work with professionals and external agencies to support vulnerable children in their class and personalise curriculums and approaches	External and specialist teachers outreach work	3, 4
Whole School CPD for supporting retention and retrieval – dedicated INSET day included in CPD plan	Rosenshine Research of quality instruction	1, 3

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

Budgeted cost: £7500 used towards cost of support adults and intervention running costs (+ National Tutoring Grant allocation for school for 1:1 tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in class from trained support adults for all	Rosenshine quality of instruction	1, 2, 4

core lessons for those children with gaps in learning		
Phonics and reading intervention for those children with gaps in early reading.	Fresh Start phonics	1, 2
1:1 weekly tutoring sessions in place for those children with gaps in core learning	EEF research in intervention	1, 2

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality resources and training for parents to support children in language and reading at home.	Resources used are those linked to quality assured phonics and reading scheme used in school.	5
Whole School Commitment to being a Trauma Informed School – ongoing staff training and CPD linked to meeting SEMH needs, dedicated calm corners in classroom, delivery of emotional literacy.	Led and informed by School Wellbeing Champion and research based Senior Mental Health Lead Qualification.	4
Recovery Premium Targeted nurture and well being support to identified PP children so support emotional regulation, well-being and readiness to learn	EEF Adventure Learning EEF Impact of Covid 19 on Learning: A review of the evidence	6

Total budgeted cost: £10,832

Recovery Premium (additional): £2000

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.

1. Gaps in literacy and numeracy including poor fine motor skills which impact upon the quality of handwriting
2. Language delay limiting access to learning
3. Linking new information to previously learned information and retaining this information which limits progress
4. Social and emotional needs impacting upon access to learning
5. Parental involvement and developing their understanding of how they can support their child

Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	How we will measure impact. (Success Criteria)	Impact
Teaching and Learning Strategies and interventions			
	Purchase of resources/additional staffing for individual pupils to enable access to curriculum eg S&L intervention programme and Lego therapy intervention	End of summer 2023 data will show that 95%- 100% of disadvantaged children have made expected progress from the previous year.	All disadvantaged children made expected progress in English and Maths.
	Access to sport and educational/emotional development experiences Maths CPD from The Yorkshire and Humber Maths Hub	End of summer 2023 data will show that 10-20% of disadvantaged pupils will	A fine motor skills group intervention was run last year that those disadvantaged children identified needing support with accessed regularly.

		<p>have made accelerated progress.</p> <p>Analysis of interventions and targeted support will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating progress.</p> <p>All children will make good progress in their physical development.</p>	<p>Maths CPD in place and school secured place on second year of Mastery Programme to continue with CPD next year.</p> <p>Morrel handwriting resources and scheme was bought into to support fine motor and handwriting in wider subjects across the curriculum.</p>
	<p>SENDCo will hold termly parent clinic where parents will receive information on how to support children with specific needs.</p>	<p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>	<p>SENDSCO held review meetings with parents of disadvantaged children throughout the year. This will be developed further the next year to try and reach a broader range of parents.</p>

		<p>Parents will feel more confident with supporting their children's needs.</p> <p>Parents feel confident that they have developed the necessary skills to support their children's learning with next steps.</p> <p>New children and families settle into school quicker. Families feel supported by school.</p> <p>Greater parental confidence in managing children's behaviour and supporting children's learning.</p> <p>Interventions focusing on both academic outcomes and parenting skills are more effective than working in isolation.</p>	
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	Support staff will deliver targeted interventions focusing on specific needs of children identified		Planned interventions were given timetable priority to run and were supported by SENDCo to happen and impact. Those children accessing interventions made progress and were able to use developed skills to better access the curriculum.
	Additional time allocation for SenCo to support SEMH needs		Zones and Regulation intervention was introduced to small groups of disadvantaged children and SENDCo time used to support Teaching Assistants to deliver. This continues to be an ongoing focus and further support and development is planned for a wider range of staff.
	CPD for teachers on Read to Write		New writing scheme purchased and significant time dedicated to staff development in this programme took place.
	CPD for staff on meeting the needs of our disadvantaged pupils		Teachers were given time dedicated to CPD around meta-cognition – this is an ongoing area for development

			with a new staff team next school year.
	Half Termly Attendance monitoring and rewards	<p>The school will develop:</p> <p>An increased awareness of the importance of attendance on progress and attainment.</p> <p>An improvement in punctuality. The overall figure of attendance is at least at national.</p> <p>Persistent absences will be reduced</p>	In place and ongoing – attendance remains at target.
	Implement action planning to support well-being including Zones of Regulation		Zones and Regulation intervention was introduced to small groups of disadvantaged children and SENDCo time used to support Teaching Assistants to deliver. This continues to be an ongoing focus and further support and development is planned for a wider range of staff.

