



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	5
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Liz McLoughlin
Pupil premium lead	Liz McLoughlin
Governor / Trustee lead	Jason Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8880
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	£8880

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	Weaker reading fluency and 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

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
1. 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. Reading Assessments will show reading age, sound gap or fluency progress
2. 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.
3. 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.
4. 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.
5. 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.

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: £1500 towards CPD and release time costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Phonics Early Reading CPD and Reading Framework CPD for all staff during INSET Maths Mastery in the EYFS and KS1	Resources used and training delivered are those linked to quality assured phonics and reading scheme used in school and delivered by skilled professionals. EEF Mastery Learning	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 and executive functioning/working memory support– dedicated INSET day included in CPD plan	Rosenshine Research of quality instruction Executive Functioning Strategies (Harvard University)	1, 3

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

Budgeted cost: £6580 used towards cost of support adults and intervention running costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Targeted small group support to keep up from trained support adults for all core lessons for those children with gaps in learning	Rosenshine quality of instruction EEF Teaching Assistant Interventions	1, 2, 4
Phonics and reading intervention for those children with gaps in early reading.	Fresh Start phonics RWI phonics DfE Research evidence on reading for pleasure (Education Standards Research Team)	1, 2
1:1 weekly tutoring sessions in place for those children with gaps in core learning including speech and language difficulties and working memory/executive functioning	EEF research in intervention EEF Communication and Language Approaches	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
Support across school by trained ELSA and nurture sessions/forest school to support emotional regulation and literacy including resources	EEF Adventure Learning ELSA research: Other Research – ELSA Network	4

Total budgeted cost: £8,880

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 2023-2024 academic year.

- 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

Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	How we will measure impact. (Success Criteria)	Impact
£697.30	<p>Gaps in English and Maths will be closed to support children to catch up to their Age-Related Expectations</p> <p>Phonics keep up/catch up groups and weekly tutoring work for core gaps (from 7,500)</p>	<p>Pupil Progress will show children closing gaps in English and Maths knowledge and outcomes being closer to their Age Related Expectations</p>	<p>Over 2/3 now at ARE for core subjects</p> <p>All children have made progress in reading either through RWI assessments or Reading test scores</p>
£2479.30	<p>Additional Reading opportunities for disadvantaged children falling behind with their reading/needing keep up with high quality book talk.</p>		

<p>£1600</p> <p>From above</p> <p>£879.84</p>	<p>Staff training for RWI phonics and high quality early reading</p> <p>Access to RWI portal to utilise learning videos and tutoring for children, to tutor from or for them to watch (7500). This includes access for parents to watch videos and learn with/support their children</p> <p>Maths mastery CPD for staff</p>		<p>Phonics results continue to be above the national and LA</p> <p>Maths mastery programme has led to invite to train in mastery for EYFS and KS1 24-25.</p>
<p>£1323.1</p>	<p>Language delays are addressed to support children to better access learning</p> <p>Use of SALT training in language for thinking and barrier games to support communication and language strands as weekly intervention</p>	<p>Children will make progress in Communication and Language strands to help them access learning more independently and make progress across other areas of learning.</p>	<p>Blanks questioning more regularly and widely used</p> <p>Disadvantaged children with SALT needs making progress in all areas Vs previous year and at ARE or HS in English and Maths</p>
<p>£1738</p>	<p>Children with working memory difficulties are supported through improved teaching and learning strategies</p> <p>Whole school cpd to support staff understanding of Rosenshine’s retrieval principles and quality of instruction including refreshes for new staff</p>	<p>Teaching strategies are consistent across school that build stronger working memory through retrieval practice.</p>	<p>Retrieval strategies regularly used in class teaching</p> <p>Teachers able to identify retrieval techniques and good practice and plan for this</p>

£1319.7	Release time for subject leaders to embed, review and monitor these improved teaching and learning strategies with directive feedback.	Review show children are learning more and remembering more.	Outcomes for children remain strong in school and in line with previous year trends. School attainment remains above national standards
£73.3 Covered in staff meetings	<p>Social and emotional needs impacting upon access to learning are better met so vulnerable children can access a full education</p> <p>Teachers released to work with professionals and external agencies in order to better support personalised learning approaches, self-regulation strategies and adaptive teaching strategies including working with virtual school for PLAC and Trauma Informed strategies for TAs to support regulation</p> <p>Whole school cpd and staff specific cpd around ACEs and meeting SEMH needs and tools in place to deliver and support emotional literacy</p>	Children are supported in their social and emotional needs so they can be more regulated for accessing learning.	<p>Positive feedback from stakeholders</p> <p>New starter referrals made and secured based on reputation of school and feedback from professionals on provision in school</p>
Covered above	<p>Parental engagement is strong and families are supported to meet children's needs</p>	Parents feel supported and informed to support their children emotionally and academically.	2/3 of ALL parents agree that school supports children to recognise their risks to well-being (100% PP) and that their child is supported with their well-being

<p>Covered above</p> <p>£73.3</p>	<p>Parental videos for RWI support with phonics and early reading (see above)</p> <p>Quality book stock for children to take home and read with parents/at school additionally</p> <p>Release time for staff to explain strategies and share resources with parents to support at home eg. Zones of Regulation and associated language</p>		<p>80%+ parents say they agree or strongly agree that their child does well at this school</p>
<p>Recovery Premium Spend</p> <p>£2,646.24</p>	<p>Children have strategies for meta-cognition, to support themselves to self-regulate, and to recognise learning styles in order to be ready to learn.</p> <p>Release time for targeted afternoon work 2 x week min to support above strategies with trained outdoor forest school lead and emotional literacy expert.</p>	<p>Removal of non-academic barriers to learning, through regulation and well-being support interventions post COVID</p>	<p>Children are settled and able to access learning at school with support from relevant adults when needed.</p> <p>Children regularly use and understand school's common language around regulation and emotional well-being eg. Zones</p>