



Pupil premium strategy statement 2022-23

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 Context	Data
School name	Shelley First School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	01/10/22
Date on which it will be reviewed	September 2023
Statement authorised by	Head Teacher
Pupil premium lead	Ifsheen Akhtar
Governor / Trustee lead	Jason Field

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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	Details of challenge
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

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
<p>Disadvantaged pupils maintain at least the standard of attainment they received at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards</p> <p>To ensure fallen behind children receive targeted high-quality intervention that focus on developing fluency, language and fine motor skills.</p>	<p>End of summer 2023 data will show that 95%- 100% of disadvantaged children have made expected progress from the previous year.</p> <p>End of summer 2023 data will show that 10-20% of disadvantaged pupils will 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>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>Nurture lead/SENCO and Head Teacher identify and support families and children and work to alleviate barriers to learning.</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>Parents will feel more confident with supporting their children's needs.</p>

<p>All parents will develop an awareness of pupil premium funding and the level of support given in school through parent/community initiatives such as positive parenting and arts and craft classes for isolated and vulnerable parents.</p>	<p>Parents feel confident that they have developed the necessary skills to support their children's learning with next steps. New children and families settle into school quicker. Families feel supported by school. Greater parental confidence in managing children's behaviour and supporting children's learning. Interventions focusing on both academic outcomes and parenting skills are more effective than working in isolation.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>The school will develop: An increased awareness of the importance of attendance on progress and attainment. An improvement in punctuality. The overall figure of attendance is at least at national. Persistent absences will be reduced</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of resources/additional staffing for individual pupils to enable access to curriculum eg S&L intervention programme and Lego therapy intervention</p> <p>Access to sport and educational/emotional development experiences</p>	<p>EEF Research: Quality First Teaching impacts the most of pupil progress and attainment. High teacher to child ratio enables more quality teacher intervention at a small group level as well as quality first teaching for all year groups.</p> <p>EEF Research: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds</p>	<p>1, 2, 3, 4</p>
<p>Maths CPD from The Yorkshire and Humber Maths Hub</p>	<p>EEF research: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p>	<p>1, 2, 3, 4</p>
<p>SENDCo will hold termly parent clinic where parents will receive information on how to support children with specific needs.</p>	<p>EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)</p>	<p>4, 5</p>
<p>Support staff will deliver targeted interventions focusing on specific needs of children identified</p>	<p>EEF Research: Quality First Teaching impacts the most of pupil progress and attainment. High teacher to child ratio enables more quality teacher intervention at a small group level as well as quality first teaching for all year groups.</p>	<p>1, 2, 3, 4</p>
<p>Additional time allocation for SenCo to support SEMH needs</p>	<p>EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)</p>	<p>1, 2, 3, 4, 5</p>

CPD for teachers on Read to Write	EEF research: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge	1, 2, 3, 4
CPD for staff on meeting the needs of our disadvantaged pupils	EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)	1, 2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ Other School

Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half Termly Attendance monitoring and rewards	Regular monitoring, support meetings and motivators have shown to have a positive impact on school attendance and pupils being happy in school.	4
Implement action planning to support well-being including Zones of Regulation	EEF research: Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)	4

Total budgeted cost: £11,402.00

Part B: Review of outcomes in the previous academic year (these were specifically linked to meeting needs during and post Lockdowns)

<p>Aims for 2021-22</p> <ol style="list-style-type: none"> 1. Gaps in phonics and reading to be narrowed 2. To develop fluency in reading and writing 3. To offer extra opportunities to narrow the gap in the development of fine motor skills 4. Develop pupils use of technical vocabulary in all subjects 5. Support children's social and emotional needs 	
Provision	Outcome
<p>1. Gaps in phonics and reading to be narrowed</p> <p>RWI CPD for support staff RWI CPD for Teachers SenCo support with SEMH strategies After school clubs focusing of developing phonics and reading skills Parent workshops on phonics</p>	<p>86% pupils passed their phonics screen` All children made at least the expected progress in phonics Value added progress for the disadvantaged pupils is strong</p>
<p>2. To develop fluency in reading and writing</p> <p>SenCo support with SEMH strategies Read to Write training for all staff Targeted interventions After school clubs focusing on reading and writing</p>	<p>New RWI scheme embedded and the impact on phonics data is strong Reintroduced Vipers for reading and this has allowed consistency with regards to developing the right reading skills in all pupils across school.</p> <p>New Writing scheme is ambitious with regards to expectations, vocabulary and grammatical skills children are asked to develop. The</p>

	<p>impact of this has seen writing data across school, especially for the disadvantaged groups raise above the expected standard.</p>
<p>3. To offer extra opportunities to narrow the gap in the development of fine motor skills</p> <p>SenCo support with SEMH strategies Staff CPD on lesson structure and technical vocabulary linked to the wider curriculum Interventions focusing on identified needs across school</p>	<p>PE is not tracked across school and all teachers are aware of the disadvantaged pupils across school. This has allowed teachers to target these pupils during break times and lunch time, ultimately impacting upon their physical development.</p> <p>In school PE data shows all pupils making at least the expected progress.</p> <p>Disadvantaged pupils are making at least the expected progress.</p>
<p>4. Develop pupils use of technical vocabulary in all subjects</p> <p>SenCo support with SEMH strategies Targeted interventions for identified pupils Support staff CPD on how to support the most vulnerable and SEND pupils Teacher CPD on SEND needs and how to support them New writing scheme introduced which promotes the developments of technical vocabulary</p>	<p>Staff CPD on how to support the disadvantaged and vulnerable children has had a positive impact on their ability to retain information and develop new vocabulary. Pupil voice and observations show these pupils using technical vocabulary confidently and the ability to remember information over time is strong.</p> <p>New Writing scheme is ambitious with regards to expectations, vocabulary and grammatical skills children are asked to develop. The impact of this has seen writing data across school, especially for the disadvantaged groups raise above the expected standard.</p>
<p>5. Support children's social and emotional needs</p> <p>CPD on Zones of Regulation SenCo support with SEMH strategies Targeted support for vulnerable pupils Nurture support work for targeted pupils</p>	<p>No exclusions this year</p> <p>SEND pupils have accessed external support where necessary and the impact of this is evident in the strategies these pupils have developed that enable them to access learning</p> <p>CPOMs tracking shows actions impact positively for DA and vulnerable pupils No serious incidents recorded this year</p>

<p>Enhanced staffing ratios to ensure effective support for disadvantaged pupils (inc.lunchtime)</p> <p>Purchase of resources/additional staffing for individual pupils to enable access to curriculum</p> <p>Provision of uniform for vulnerable pupils.</p> <p>Access to sport and educational/emotional development experiences</p>	<p>DA Pupils made good progress from starting points (use of CPOMS)</p> <p>Behaviour remains a strength as monitored by Senior Leaders</p> <p>Monitoring of pupil wellbeing evidenced a smooth transition back to school. This was facilitated via sports and educational/ emotional development activities.</p> <p>The vast majority of SEND pupils and DA pupils accessed afterschool clubs.</p> <p>All DA pupils are accessing after-school clubs</p> <p>Uniform provided for targeted pupils</p> <p>Attendance of DA pupils remains high</p>
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