

Shardlow Primary School

ASPIRE ACHIEVE THRIVE

Pupil premium strategy



Statement of intent

At Shardlow Primary School we want all pupils to Aspire, Achieve and Thrive during their time with us and beyond.

Our ultimate aims for all of our children are;

- Aspire- to develop a long term love of learning and a desire to achieve
- Achieve- to fulfil their potential; achieving their best across the curriculum
 - Thrive- for all of our children to feel happy, healthy and safe.

We aim to do this by;

- Creating a kind, caring, positive and nurturing school community where every child feels valued
- Providing a rich, stimulating curriculum delivered through high quality teaching
- Having a secure understanding of the needs of our pupils; using swift intervention and support where any of the above aims could be compromised

We recognise that our pupils in receipt of the pupil premium face specific barriers to achieving our ultimate aims and at Shardlow Primary School we are determined to use our Pupil Premium funding to provide the support and opportunities necessary to help our children overcome these barriers.

We do this by ensuring our pupil premium strategy follows these core principles;

- We use the latest Education Endowment Foundation Guide to develop an evidence informed approach
- Barriers, challenges and successes are identified and measured using a range of information including summative and diagnostic assessment information which identifies needs in different areas including both academic and social and emotional needs.
- High quality teaching is at the heart of our approach- this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Staff delivering targeted academic support are given appropriate support and training

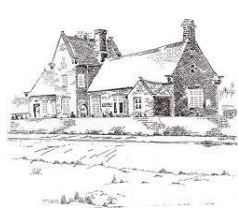


School overview

Detail	Data
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	K Magner
Pupil premium lead	K Magner/R Peach
Governor / Trustee lead	Tiffnie Harris

Funding overview

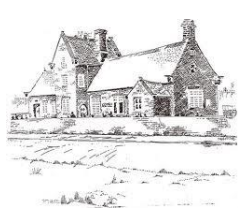
Detail	Amount
Pupil premium funding allocation this academic year	£21'400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21;400



Challenges

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

Challenge number	Detail of challenge
1	Attendance: Despite improvements to our attendance data and a reduction in the percentage of persistent absentees over the last three years, attendance for disadvantaged pupils has not made as much progress as non-disadvantaged pupils. Continued efforts are needed in supporting disadvantaged pupils and their families to achieve a good level of attendance to secure the best chance of success in school.
2	EYFS: Assessment data reveals that pupils from disadvantaged backgrounds generally enter school below their peers in core EYFS areas, particularly personal, social, and emotional development, as well as communication and language. While these gaps tend to close over time, it often takes several years. Researching additional support mechanisms to shift these pupils from 'catch-up' to 'keep-up' could help secure sustained progress.
3	Oracy: Assessments, observations and discussions with pupils indicate underdeveloped oral language skills among some pupils in key stage 2. This appears to be more prevalent among disadvantaged pupils than non-disadvantaged pupils and is also reflected in our locality where this is a core focus for the Derby Social mobility group.
4	Writing: Assessment information (internal data; summative and diagnostic) and discussions with staff show that pupils do not attain as well in writing as other areas of the curriculum such as Maths and Reading. This is more prevalent amongst disadvantaged pupils than non-disadvantaged pupils.
5	Phonics: Whilst all pupils, including those from disadvantaged backgrounds, attain well in reading by the end of Key Stage 2, a proportion of these pupils, including those from disadvantaged backgrounds, do not pass the phonics screening check in Year 1 and smaller proportion do not pass again in Year 2. These pupils often require intensive intervention across Key Stage 2 to help them catch up. Researching mechanisms to help pupils 'keep up' rather than 'catch up' and focusing reading interventions earlier in the reading journey will help these pupils to reach fluent reading sooner and improve confidence and self-esteem.
6	Parental Engagement: The EEF identifies that when parental engagement is in place (separate to parental involvement), a child's progress can be accelerated by up to 4 months. Understanding the barriers that both our pupils and parent face in being actively engaged in their child's learning can be challenging and so we would like to find out more about pupil's lived experiences and the support they receive at home so that we can create a strategy to further parental engagement across school.
7	Social and emotional support: Whilst referrals for additional wellbeing support have reduced in the last three years, there are a small number of disadvantaged pupils and their families who continue to need and benefit from additional in-school and external early help support. Often this support



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



is crucial is providing pupils and their families with the foundations to be able to thrive and learning and without this support access to learning and school might not be possible.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By 2024; No pupils are persistently absent or late, including disadvantaged pupils Disadvantaged pupil attendance is in line with non-disadvantaged and above 97% overall.
Pupils from disadvantaged backgrounds will demonstrate accelerated progress in personal, social, and emotional development (PSED) and communication and language, enabling them to meet or exceed age-related expectations by the end of the EYFS.	A tailored support mechanism is designed and implemented, addressing key barriers in PSED and communication and language for disadvantaged pupils. At least 80% of targeted pupils achieve age-related expectations or make accelerated progress in core EYFS areas by the end of the academic year. Teachers and support staff report increased confidence and effectiveness in delivering targeted interventions through regular training and collaboration.
Improved oral language and vocabulary skills amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Disadvantaged pupils will improve their attainment in writing, closing the gap with their non-disadvantaged peers, through targeted support and opportunities to engage with writing in meaningful and engaging contexts.	By 2027 disadvantaged pupil attainment in writing is in line with national non-disadvantaged attainment. Writing progress for disadvantaged pupils aligns more closely with that of their non-disadvantaged peers.
All pupils, including those from disadvantaged backgrounds, will develop secure early reading skills and pass the phonics screening check in Year 1, reducing the need for intensive interventions in later key stages. Pupils will achieve fluency in reading earlier,	An increased proportion of pupils, including disadvantaged pupils, pass the phonics screening check in Year 1. Diagnostic assessments show sustained progress in phonics knowledge and early reading skills throughout EYFS and Key Stage 1.



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



boosting their confidence and self-esteem.	Early, high-quality, and systematic interventions are in place to address gaps in speech and language, phonics and early reading skills, ensuring pupils 'keep up' rather than 'catch up.'
Develop a deeper understanding of the barriers to parental engagement and the lived experiences of pupils, enabling the creation and implementation of a whole-school parental engagement strategy that accelerates pupil progress and enhances home-school partnerships.	Leaders have a thorough understanding of the key barriers to parental engagement. A strategy informed by research and consultation is in place to overcome the identified barriers. Evidence of accelerated progress in pupils whose families engage with the school's initiatives, as measured by internal assessment data. Improvements in homework completion, reading logs, and other indicators of at-home learning support. Increased participation in school-led workshops, meetings, and activities designed to support learning at home. Positive feedback from parents about efforts to engage them, as evidenced by surveys or focus group data. Enhanced parental confidence in supporting their child's learning at home.
Disadvantaged pupils and their families who require additional wellbeing support will have timely access to in-school and external early help services, ensuring they have the foundations to thrive in learning and fully engage with school life.	All identified pupils and families access appropriate in-school and external support services promptly, with clear referral pathways in place. Evidence of improved emotional, social, and mental wellbeing among supported pupils, as measured by wellbeing surveys, attendance data, and behavior records. Pupils receiving support demonstrate improved engagement in school, including attendance, participation, and academic progress. Families report feeling better equipped to support their children's wellbeing and learning needs, as evidenced by feedback from regular reviews or surveys.



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



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: £10'700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement the strategies identified in the Shardlow Primary School attendance policy and procedures to support positive attendance. Introduce social comparisons for reporting attendance, earlier identification of pupils at risk of becoming persistently absent and embed pupil voice into persistent absence support plans.	Our attendance policy and procedures are developed with DfE Attendance guidance. Our systems including social comparisons for reporting attendance data are taken from EEF/DfE advice and guidance- - DfE working together to improve school attendance - EEF Supporting school attendance	1
Deliver a whole school approach to oracy (see below) to enhance pupils spoken and written language skills.	The EEF identifies oral language intervention as an effective tool for enhancing teaching and learning.' On average oral language approaches have a high impact upon pupil outcomes.' EEF, Oral Language Interventions, July 2021	2, 3, 4, 5
Continue to embed the Shardlow Primary School 3 Phase Approach to Writing	The EEF Literacy Guidance for Key Stage 2 and 1 puts a strong emphasis on the need to develop transcription and sentence construction skills through extensive practice. The chosen Grammar strategy is a progressive model across school, embeds repeated practice, and has a strong focus on deepening understanding for long term memory. There are also oracy based lessons/activities each week which aims to further support memory and the development of oral literacy skills. We will use the EEF CPD model to implement and support the roll out of the agreed approach.	4.
Continuation of the Read, Write Inc phonics programme, including induction and high-quality training for all staff, especially those who are new to the school.	The EEF Reads, Write Inc Phonics Summary shows a positive impact on disadvantaged pupils in Key Stage 1.	2, 3, 4, 5, 6



Shardlow Primary School

ASPIRE ACHIEVE THRIVE

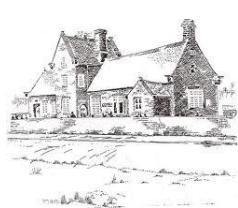


CPD for all staff in partnership working with parents	The EEF identifies that parent engagement is a key part of the teaching and learning toolkit and effective parental engagement can accelerate pupil progress and attainment. Parental engagement goes beyond involvement- it is about providing parents with the tools to be able to successfully support and enhance their child's learning outside of school.	1, 2, 3, 4, 5, 6, 7
Parent curriculum workshops		2, 3, 4, 5
Continue to embed the 'Shardlow Primary School adaptive teaching strategies.	The EEF Special Educational Needs in Mainstream Schools report recommends that in order for pupils to have access to high quality teaching there are a clear group of teaching strategies that teachers should consider emphasising and these form part of the 'Shardlow adaptive teaching strategies.	2,3, 4, 5, 6
Continuation of the implementation plan for professional development in assessment for learning strategies and identification of misconceptions.	The EEF identifies diagnostic assessment as a key tool for high quality teaching and maximising learning.	2, 3, 4, 5, 6
Development of a survey to help better understand the barriers and challenges pupils face in relation to their lived experiences outside of school and parental engagement. This will then be followed up with a strategic plan to overcome any identified barriers.	EEF: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year".	6

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

Budgeted cost: £7'133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Nuffield Early Language Intervention.	The Nuffield Early Language intervention is a recognised programme by the EEF and has been shown to support pupils in making accelerated progress.	2
Embed tailored social and emotional interventions to	The EEF recognises that social and emotional interventions can have a positive impact upon pupil attainment and progress. The recognise the results have low security but emphasise that effectively managing emotions will be beneficial to children and	2, 7



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



support pupils who might be struggling or at risk of falling behind	young people, even if it might not reflect in improved attainment scores in external assessments.	
Continue to embed the Read, Write, Inc fast track phonics programme for 1:1 intervention and support	The EEF Read, Write, Inc Phonics Summary shows a positive impact on disadvantaged pupils in Key Stage 1.	2, 3, 4, 5
Continuation of the Nussy programme to support pupils (including pupil premium pupils) who are diagnostically assessed as being at risk of dyslexia and time for SENDCO to analyse the outcomes and reprioritise support.	"The Nussy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(1), global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award." The approach is phonic based but individualised to the pupil to meet their needs.	4
Physical Literacy Interventions	The EEF states that the overall picture for physical literacy interventions is positive and that of physical activity can have positive outcomes on cognition. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches There is limited evidence for specific interventions however internal monitoring of these interventions will be in place to monitor the impact on a smaller scale.	2, 4, 5
Maintaining provision of 'The Nest' nurture facility to support the social and emotional needs of all pupils including a	The Nest nurture provision provides tailored support to meet a range of needs across the school including a high proportion of disadvantaged pupils. The interventions used are cited already and can include but are not limited to; Forest School Intervention Attendance based interventions	1, 2, 5, 6, 7

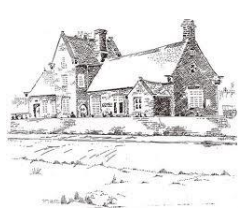


Shardlow Primary School

ASPIRE ACHIEVE THRIVE



high proportion of disadvantaged pupils.	Fast, Track Phonics, Social and emotional interventions	
Parent engagement workshops	EEF: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year".	All



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



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

Budgeted cost: £3'567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Needs based access to breakfast and after school club to support families.	A number of EEF projects around breakfast clubs have been identified as 'promising projects'. The EEF evaluation on breakfast clubs has recently been revised due to errors in the way the research was completed but continues to show a positive outcome in attendance and attainment in reading, writing and mathematics for pupils in Key Stage 1. There is some evidence that these benefits also correlate to Key Stage 2 but this is not fully confirmed. Prior experience of such strategies in our setting has always shown to have a positive impact on the child and family and in many cases means that parents who previously might not have been able to work can now do so and in the longer term we believe this will improve a child's prospects.	1, 2, 3, 4, 5, 6
Delivery of social and emotional interventions including (but not limited to) Lego Therapy, Blossom Nurture Group	Social and emotional interventions, when delivered effectively, can have an impact of up to 4 months progress on a pupil's academic outcomes, as well as wider benefits such as pupils being better able to manage their emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Continue to provide access to lunchtime and after school clubs	Sports clubs The EEF recognises the benefits of physical activity on both academic performance (additional 1 month's progress) and health and well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Arts based clubs The EEF evidence suggests that participation in arts based clubs can have a positive impact on academic outcomes in other areas of the curriculum and wider benefits such as more positive attitudes to learning and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6, 7



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



	Pupils will access the clubs on a needs basis	
Forest School Teacher training	Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 7
Funding residential trips on a needs based approach		
Curriculum parent information evenings	EEF: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year".	1, 2, 3, 4, 5, 6
Introduction of parent and carer termly support group		1, 6, 7
1:1 Parent support including attendance panel meetings.		1

Total budgeted cost: £



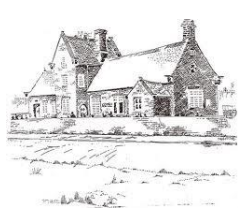
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	End of 2024
Improved oral language and vocabulary skills amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.	Lesson observations show that there is some improvement in oral language skills in key curriculum areas including Mathematics, phonics, key stage 2 writing and whole class reading. There is still a need to further embed this work and expand this into the wider curriculum.
Improved attainment for disadvantaged pupils in key stage 1 in reading, writing and maths.	Attainment for disadvantaged pupils in Key Stage 1 is above national average in 2024.	
Disadvantaged pupils reading fluently allowing them to comprehend and engage with texts at a deeper level.	By 2024- All disadvantaged pupils pass the year 1 phonics screening check. All disadvantaged pupils in Year 2 upwards have an oral reading fluency score above 90. All disadvantaged pupils are assessed by their teachers to be reading with age related prosody.	In the last 3 years the majority of disadvantaged pupils passed the phonics screening check at the check point. The percentage of pupils who resit in Year has increased in the last three years to approximately 63%. Where pupils do not pass the resit there is a strong correlation with SEND- individual case studies show that these pupils are making good progress against their personal learning targets.



		The percentage of disadvantaged pupils with a fluent reading score has increased year on year to 72%. Staff assess that the majority of those with a fluent reading score are also reading with effective prosody but intervention is used to support this further currently.
Disadvantaged pupils leaving EYFS have the knowledge and skills for them to access the Key Stage 1 curriculum.	By 2024- All pupils in EYFS (including disadvantaged pupils) achieve a good level of development by the end of EYFS, despite individual starting points.	The majority of disadvantaged pupils leaving EYFS achieve a good level of development. Where pupils who not achieve a good level of development this is usually related to one specific area of the framework and there is correlation between this area and a specific SEND need.
Disadvantaged pupils' social and emotional needs are understood and swift, supportive intervention helps to ensure these needs are met.	Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred these have shown positive outcomes for pupils and that needs are being met. Following consistent access to face to face education, there has been a reduction in the number of referrals for group and/or 1:1 support.	Overall, the need for wellbeing support and interventions has decreased, though specific events in 2024 saw an increase in the need for targeted social and emotional support.
To achieve and sustain improved attendance for all pupils, particularly	By 2024; No pupils are persistently absent or late, including	Attendance (as per ASP) 2022-



Shardlow Primary School

ASPIRE ACHIEVE THRIVE



our disadvantaged pupils.	disadvantaged pupils (Covid exemptions apply) Disadvantaged pupil attendance is in line with non-disadvantaged and above 97% overall.	PP- 86.5 Non PP- 92.5% Gap- 6% 2023- PP- 88.3% Non PP- 96.2% Gap- 7.9% 2024- PP- 87.3 Non PP- 96% GAP- 8.7% Persistent Absence 2022 Total- 21 PP- 10 Non PP- 11 2023 Total-9 PP- 7 Non PP- 2 2024 Total-8 PP- 6 Non PP- 2
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	REN Learn
White Rose Maths	White Rose Resources



Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last year the school had [confidential] pupils in receipt of the service pupil premium funding. This funding contributed to the 'teaching' aspects of the plan. One of these pupils received group intervention to support their progress in Maths and Reading. These pupils were also offered targeted intervention the form of free access to breakfast and after school club and enrichment opportunities.

The impact of that spending on service pupil premium eligible pupils

These pupils continue to thrive in school and meet age related expectations in all areas.