

Shardlow Primary School- Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	21%
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)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kylie Magner
Pupil premium lead	Kylie Magner
Governor / Trustee lead	Tiffnie Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26'190
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2'755
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>	£28'945

Part A: Pupil premium strategy plan

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is also reflected in our locality where this is a core focus for the Derby Social Mobility group. This under development impacts upon all areas for the curriculum and notably attainment in Reading, Writing and Maths.
2	Assessment information (internal; summative and diagnostic), indicates that attainment in Reading, Writing and Maths has dropped for disadvantaged pupils in since 2019. Attainment for pupils in Key Stage 1 appears to have been more affected by the school closures than other phases and this is reflected nationally (EEF: Assessing the impact of Covid-19 school closures on pupil outcomes in Key Stage 1).
3	Assessment information (internal data; summative and diagnostic) and discussions with staff show that disadvantaged pupils have greater difficulties with reading fluency (including but not limited to phonics) than their peers.
4	Assessment information and observations indicate that in the last three years pupils in EYFS are starting with greater needs in the prime areas of the EYFS curriculum, with 25% of disadvantaged pupils in the last three years needing additional support in the three prime areas and this is an upward trend. This is considered to be as a result of inequalities in school preparedness and access to high quality early years provision prior to starting school.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social engagement and enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support have markedly increased during the pandemic. 37% pupils (21% of whom are disadvantaged) currently require additional support with social and emotional needs, with 20% (37% of whom are disadvantaged) receiving small group interventions.
6	Recent attendance monitoring shows that there is an emerging concern around the percentage of disadvantaged pupils identified for persistent absence and persistent lateness compared with non-disadvantaged pupils. Currently 6% of pupils have been identified as at risk of persistent absence and or persistent lateness (Covid exceptions applied) and of these children 67% of them are disadvantaged pupils.

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
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.
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.
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.
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.
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.

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: £14'691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Read, Write Inc phonics programme including development training.	The EEF Read, Write, Inc Phonics Summary shows a positive impact on disadvantaged pupils in Key Stage 1.	1, 2, 3
Continuation of Accelerated Reader to support diagnostic reading assessment and formative monitoring and assessment in reading from Year 2-6	Accelerated Reader is shown by the EEF to have average an impact of 3months progress on disadvantaged pupil attainment. The school has been using accelerated reader for 3 years and has seen excellent outcomes in terms of pupil engagement with reading and an improvement in teaching knowledge and understand of a child's independent reading.	2, 3
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.	1, 2
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.	1, 2, 2, 3,
Creation of an implementation plan for professional development in assessment for learning strategies and being to implement this.	The EEF identifies diagnostic assessment as a key tool for high quality teaching and maximising learning.	1, 2, 3, 4

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

Budgeted cost: £11'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce 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.	1, 2, 3, 4
Continuation of the Nessy 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 Nessy 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.	3
Reading fluency interventions	Developing pupil's reading fluency is a key recommendation on the EEF guidance for Literacy in Key stage 1 and 2. Targeted intervention to meet the needs of individual pupils who aren't identified as reading fluently will be key to their future success in reading.	2, 3
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

Building of 'The Nest' nurture facility to support the social and emotional needs of all pupils including a high proportion of disadvantaged pupils.		5, 6
Professional nurture training for one staff member running the nest.		5, 6

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

Budgeted cost: £7'324

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.	2, 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	5
Continue to	Sports clubs	5

provide access to lunchtime and after school 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 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	5
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, 4, 5, 6
Introduction of parent and carer termly support group		1, 2, 3, 4, 5, 6
1:1 Parent support including attendance panel meetings.		5, 6

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 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 our disadvantaged pupils.	By 2024; No pupils are persistently absent or late, including disadvantaged pupils (Covid exemptions apply) Disadvantaged pupil	Attendance (as per ASP) 2022- PP- 86.5 Non PP- 92.5%

	attendance is in line with non-disadvantaged and above 97% overall.	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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.