



Shardlow Primary School



Pupil Premium Strategy 2021-2024

School overview

Detail	Data
School name	Shardlow Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Action plan for 2021-2022)
Date this statement was published	October 2021
Date on which it will be reviewed	Termly at governors
Statement authorised by	K Magner/J Haigh
Pupil premium lead	K Magner
Governor / Trustee lead	A Gouy de Muyncke



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25'175
Recovery premium funding allocation this academic year	£2465
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	£27'640



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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



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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 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 significantly for disadvantaged pupils in Key Stage 1 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.
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 compare 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.



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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 (Covid exemptions apply) Disadvantaged pupil attendance is in line with non-disadvantaged and above 97% overall.



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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: £12'520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy leaders to complete 'Literacy across the primary phase training (including focused sessions on speaking and listening, vocabulary and reading fluency) and disseminate this to all teaching staff.	This training is provided by the Derby Research School who work closely with the Education Endowment Foundation to ensure their training is based on recognised evidence and research. The impact of this research will be mapped into our CPD programme using the effective mechanisms of PD as outlined by the EEF.	1, 2, 4,
Year 6 teacher to complete the Derby Research School's Teaching for Long Term Memory Training and disseminated this to teaching staff. Teaching staff and subject leaders to develop further whole schools strategies to develop	This training is provided by the Derby Research School and is underpinned by the EEF's Cognitive Science Approaches in the Classroom (July 2021) The impact of this research will be mapped into our CPD programme using the effective mechanisms of PD as outlined by the EEF.	1, 2, 3
Reprioritising of the curriculum following the disruption of face to face teaching in 2019-2020 and 2020-2021.	The DfE guidance on how best to prioritise the curriculum for a broad and balanced curriculum states "Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key	1, 2, 3, 4, 5



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	knowledge, skills, vocabulary, concepts, and the links between concepts.” Subject leaders will have worked with this guidance, alongside subject specific guidance (such as the NCETM reprioritisation curriculum) and their knowledge of pupils now now to reprioritise the curriculum for 2021-2022) to ensure that pupils are equipped for the next stage in learning as they progress through the curriculum.	
CPD for all staff in understanding reading fluency.	The English and HT will work together on designing a programme of CPD for staff in reading fluency using ‘The Art and Science of Teaching Primary Reading’ by Christopher Such and with a key focus on effective reading strategies recognised by the EEF.	2, 3
Roll out of the Year 5/6 repeated oral reading strategy for whole school.	In 2019/2020 (prior to the pandemic) the school took part in the PALS reading research project, which was identified by the EEF as a promising project. The outcomes of the research are not yet published, due to the school closures in 2020 and 2021; however we found a significant improvement in the reading fluency of our pupils who took part at the time. Repeated Oral Reading is also a strategy recognised in ‘The Art and Science of Teaching Primary Reading’ and this is cited as being an evidence informed approach in this text also.	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
Development of diagnostic assessment in reading and mathematics to further refine	In regards to diagnostic assessment the EEF states: Diagnostic assessments provide opportunities to reflect on pupils’	2, 3, 4,



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intervention and support and identify whole school areas for improvement in the curriculum and time for leaders to analyse these.	thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way	
Further refining of the Shardlow Primary Phonics Scheme, including embedding in further opportunities for application to reading and writing. Early Reading lead to research and develop a plan for integrating a recognised phonics programme by Sept 2022.	The school is looking to move towards a validated phonics scheme in Sept 2022. In the meantime the English team have audited our scheme against the validation criteria and identified areas for improvement in our scheme for the coming academic year. The Early Reading Leader will deliver CPD to staff on the areas for improvement identified and provide resources to support this.	1, 2, 3, 4,
Further refine the whole school approach to the teaching of our Key Recall Facts in mathematics. Provide CPD for all staff in the new approaches.	The reasoning behind the agreed approach is based upon the Cognitive Science Approaches and ensuring pupils have the key knowledge of their recall facts required before being 'quizzed' (retrieval).	1, 2, 4
Introduce a consistent approach to the teaching and delivery of Grammar across school.	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



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

Budgeted cost: £7370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of the Nesy 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 Nesy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(7), 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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
CPD to develop a specialist speech and language teaching assistant to deliver 1:1 and group intervention.	The EEF identifies the importance of speech and language (including vocabulary) in many of its guidance reports, including but not limited to - Preparing for Literacy - Improving literacy in Key Stage 1 - Improving literacy in Key Stage 2 - Improving mathematics in the early years and key stage 1 Ensuring that our school has sufficiently trained staff to support pupils with emerging and or deeper, speech and language needs will continue to be a high priority for future	1, 2, 3, 4



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	attainment across the curriculum.	
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



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

Budgeted cost: £ 6631

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
Forest School Teacher training Funding residential trips on a needs based approach	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
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
Parents information evenings	EEF: "Parents play a crucial role in supporting their children's learning, and levels of	1, 4, 5, 6



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and 1:1 parent support	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”.	
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 Pupils will access the clubs on a needs basis	

Total budgeted cost: £26'521



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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 2020 to 2021 academic year.

2020-2021 Outcomes		
Stability in staffing and consistency in high quality teaching in Key Stage 1	Allow additional planning time for KS1 teacher to access training and feedback in Mastery Maths, alongside the Maths lead. PP lead to complete data checks each half term for reading and end of each term for phonics, maths, writing and SPAG and liaise with class teacher to devise interventions as needed. Classroom staff meetings- weekly meetings for the class teacher to meet with the staff in the class.	The strategies identified were all completed. Maths observations showed that the KS1 teacher was more confident in the delivery of Mastery Maths. Staff meetings resulted in effective classroom practice and the needs of pupils with both SEND and PP being met more effectively.
Pupils (including pupil premium pupils) make good or better progress in phonics against their prior starting point. The percentage of pupils who pass the Year 1 phonics screening check is above national average.	Embedding of the new Shardlow Phonics System including relevant resources. Half termly learning walking to monitoring the implementation of the scheme- ensuring consistency and identifying training needs. Training sessions for all staff teaching phonics each term focusing on the key areas arising from the monitoring. Half termly assessment and group review meetings to implement a flexible approach to grouping. Review of reading scheme for Key Stage 1 and EYFS including purchasing new books to ensure reading books closely match the phonetic awareness of pupils. Also, embedding of Share a Story resources.	All of the identified strategies were actioned during the time that the school was open. (During closures monitoring visits and review meetings were all postponed). Pupil progress in phonics was closely monitored and on return to school, following the closures, pupils were reassessed to identify their phonics needs and groupings. Overall outcomes for 2020-2021 are difficult to measure, due to covid-19, and so this development point is being carried over into 2021-2022 and beyond.



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	Continued use of online platform to support assessment and monitoring of pupils reading including application of their phonics. Parent engagement strategies to encourage phonics and application of phonics and key words to reading, including; Phonics information evening Share a Story Books Share a story in class Accelerated Reader Parents information evening	
All pupils make good or better progress against their prior starting point in writing. Attainment in writing is above national average in at all phases.	Impacting writing; The 7 step approach to securing expected outcome at Key Stage 2. Introducing strategies from The Writing Revolution Half termly staff meeting to review practice and share the vision for the writing changes. Embed project with fellow WAT schools to share non-negotiables best practice and revise a consistent approach to writing assessment.	All of the identified strategies were actioned. The impact of these is difficult to measure due to covid-19 and external assessments. On return to school, internal data suggests that attainment in writing has dropped since 2019 across school, but this is congruent with reading and mathematics. Staff feedback on the impact of the writing revolution was generally positive but on the whole it was not felt that it would have had a strong enough impact to enhance attainment in writing. This aim is to be carried over in 2021-2022.
Pupil premium pupils with additional special educational needs are able to access spaces for intervention and group work.	Renovation of the hub into a nurture based space to support SEND pupil premium pupils. Further Implementation and embedding of Forest School	The hub space was delayed but completed in the summer term 2021. Interventions will begin in here from September 2022. The Forest School lead left the school in Oct 2020 and as such a new leader will need to be trained for September 2022.



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All pupil premium pupils are heard read regularly and reach their reading accuracy target.	PP lead termly review of pp pupils reading regularly and their accuracy. PP lead termly review of pp organisers and feedback home. Greater depth reading intervention for prior higher attainers in Year 6. PALS UK- A 20-week structured paired reading intervention to improve reading fluency and reading comprehension Reception 'keep up intervention'. Year 1 phonics catch up intervention	In 2020-2021 The accuracy result for PP pupils was 77.1% compared with 80.9% non-pp. There has been a significant drop in the accuracy result for pp pupils in the last year from 83.6 in 2020 to 77.1% in 2021. Although non pp pupils also dropped, their drop was not as significant going from 81.2% in 2020 to just 80.9% in 2021. This could be attributed to covid-19 as this is also reflected nationally and another factor to consider is the significant increase in pp numbers during this period- from 15-24 pupils in the 12 months. A strong focus on reading fluency will form our work in the coming strategy.
Pupil premium pupils (and non-pupil premium pupils) who were high prior attainers at the end of key stage 1 maintain their progress throughout key stage 2.	Prior higher attainer maths intervention using NCETM greater depth materials. Greater depth reading intervention for prior higher attainers in Year 6. Boost the profile and usage of TT Rock Stars and Numbots	These strategies were not action last year due to the school closures and subsequent need to focus on wellbeing and catch up interventions. Greater depth interventions will restart in 2021-2022 but won't be part of the pupil premium strategy due to changes in the cohorts since this target was set.
Attendance is above 97% for the whole school and pupil premium attendance is line with or better than non-pupil premium attendance.	Half termly attendance analysis and feedback to parents. Family Liaison Officer to complete attendance reviews and provide relevant support for families	Attendance was significantly affected by the school closures, bubble closures and or individual isolation due to covid-19.



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	where needed.	As such the school approach to attendance was a more gentle approach and the attendance monitoring system focused more on wellbeing and reviewing whether pupils were engaging with learning when remote learning. Despite this however, with non-covid related issues removed, attendance stood at 96.8% overall and 96.7% for pupil premium pupils. Approximately 3% of pupil premium pupils were persistent absentees compare with 6% overall. Monitoring attendance into the coming academic year will continue to be a focus in 2021-2022.
Children and their families are able to access Early Help support for social and emotional needs.	Family liaison officer continues to provide early help. On-going training in safeguarding and in safeguarding specific areas.	Early help services were vital for our families over the last year. The Family liaison officer supported families with emerging/established needs in • Wellbeing and mental health • Parental mental health • Food parcels
Engagement in extra-curricular activities. *Covid-19 permitting* Access to the schools breakfast and after school club.	Close monitoring of types of clubs that disadvantaged pupils attend to identify additional opportunities which might be provided. *Covid-19 permitting* Engagement in extra-curricular activities. *Covid-19 permitting* Access to the schools breakfast and after school club.	After school clubs were unable to run in the academic year 2020-2021 due to covid-19. Our breakfast and after school club ran (using the DfE guidance for wrap around care) and 30% of pupil premium pupils access the club with no charge. All of these pupils had good attendance at school (covid



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related absence removed) and in some cases the breakfast and evening meal proved to be a significant support for the family and child.

Amendments to the original 2020-2021 plan

Due to the changes to education provision over the academic year 2020-2021 in light of covid-19, the use of this funding was amended to meet the needs of pupil premium pupils as they arose.

During the school closures the follow key steps were identified to ensure that disadvantaged pupil's barriers to learning were and will continue to be overcome wherever possible

Step 1- Attendance in school

Step 2- Ensuring children can access home learning

iPad's were loaned to 12% of pupil premium families to enable access

Weekly monitoring identified children who were not accessing work and then follow up phone calls to talk to families about what could be done to help.

Step 3- Family support through telephone calls home, online contact through whole school Class dojo and Zoom

Weekly monitoring also identified any children/families who were struggling and might need further support. The family liaison officer and wider school team worked together to provide support, including food parcels, to families in need.



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2018-2021 outcomes

a) Staffing and high quality teaching in the Key Stage 1 class has not been consistent	A permanent class teacher was recruited in September 2019 and staffing has been stable since. Triangulation of evidence, including book looks, learning walks and planning meetings, shows that teaching and learning is consistently good, however due to Covid-19 data for this cohort has been difficult to use as evidence. Internal data shows that the majority of pupils in Key Stage 1 are making good progress now against their baseline assessments in Sept 2020.
b) Pupils historically have not had access to a clear systematic phonics approach underpinned by effective phonics teaching pedagogy.	The Shardlow Primary School Phonics Scheme was introduced in 2019. The programme has been adapted and improved overtime against national guidance and external and internal monitoring visits have shown phonics teaching to be consistently good or better. Unfortunately due to covid and the subsequent disruption to learning, pupils have not been externally assessed in phonics in 2020 and 2021 and so this cannot be validated with national data and our current internal data support verification of the steps taken. The phonics approach taken has been audited and quality assured through research into Early Reading and the validated phonics scheme criteria.
c) A proportion of pupils (including pupil premium pupils) are not making sufficient progress in writing across school.	Historically pupil's progress in writing has been good but not as good as the progress made in reading. Steps have been taken tackle this in school with actions to quality assure our judgements, enhanced approaches to the marking and feedback policy to secure non-negotiable and new systems for early writing skills including handwriting and physical interventions. Internal book looks and assessment information suggest that progress has been made in relation to non-negotiable writing aspects but progress is still not in line with reading and as such this will continue to be a priority.



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a) A number of our pupil premium pupils are registered as having moderate to high level special educational learning needs which affects their academic progress.	Provision for pupils with high levels needs has increased significantly in the last three years. The staff capacity has increased with a trained SENDCO as leader and enhanced training for Teaching assistants in interventions and support for pupils with high level needs. The school's resource capacity has also been increased with an outdoor area designed for pupils with high level needs in Key Stage 1 and above and a sensory room for intervention work. These resources have helped to maintain a level of calm with pupils with higher level needs and reduced the risk of exclusion.
b) Only 56% of pupil premium pupils are identified as reading regularly and only the same percentage are meeting their reading accuracy target.	The overall reading accuracy for pupil premium pupils has increased over all from 56% to 77% in the last three years. In 2019-2020 this was at its highest at 83% so it has dropped a little in the last year and as we understand the value of reading fluency and comprehension in accessing the curriculum it is important that we continue to focus on this in the future too.
c) Historically, pupil premium pupils with high prior attainment in Maths have not maintained this at the end of key stage 2.	Progress in the actions towards these barriers was stunted by covid and following return to school assessment in 2020 the need to focus more on catch-up and targeted age related expectations. In the current cohort of pupil premium pupils, this barrier is no longer represented and as such this will not continue as a focus for the pupil premium strategy.
a) Although attendance is generally strong it is low compared with like for like schools and some of our most vulnerable pupil premium pupils are affected by persistent absence.	Attendance has been consistently good for pupil premium pupils overall and in line with non-pupil premium. The school will continue to monitor pupil premium attendance in the coming strategy to ensure the systems previously used continue to work and good attendance is maintained.
b) Lack of Early Help resources for families	The school's early help capacity has increased significantly over the last three years. The school



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and pupils in need of support for social and emotional needs.

has appointed a family liaison officer who has provided support to pupil premium families in a range of areas including; social and emotional support, support with food parcels, home support in developing routines and supporting positive behaviour as well as working with external agencies including social services to support child protection and child in need plans. Feedback from interventions for pupil premium pupils and their families in relation to the support has been wholly positive.

c) Pupil premium pupils are at risk of being put at further disadvantage by not being able to access extra-curriculum and or enrichment opportunities

Access to extra-curricular activities and enrichment has been significantly reduced as a result of covid and the subsequent risk assessments and outbreak management plans. As such this aspect will continue in to the next strategy.



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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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