

Pupil premium strategy statement – Shenington C of E (VA) Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Nov'23
Date on which it will be reviewed	Sep'24
Statement authorised by	Gov Body Nov 23
Pupil premium lead	Heather Wright Assistant Head Teacher
Governor / Trustee lead	Catherine Wythe Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18130
Recovery premium funding allocation this academic year	£3985
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,115

Part A: Pupil premium strategy plan

Statement of intent

We use Pupil Premium funding when making decisions by considering the needs in our school and challenges we face. The EEF (Education Endowment Foundation) is an independent charity focussing on links between family income and academic achievement. We have used research conducted by the EEF in supporting our decisions, strategies and value for money.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We will ensure that we meet the needs of all pupils and our assessments are used to plan where appropriate with clear high expectations. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Disadvantaged children have common barriers for learning such as, poor support at home, weak language and communication skills, poor self confidence and attendance and punctuality. Some children experience difficult family situations that prevent the children from progressing. Other challenges include, financial difficulties for families which affects both well-being and mental health and punctuality and attendance. Each child is treated as an individual.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To narrow the attainment gap between disadvantage and non- disadvantaged pupils.

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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
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 bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 5 pupils (of whom are disadvantaged) currently require additional support with social and emotional needs receiving small group interventions.
6	Attendance and punctuality issue in some DA 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 skills and vocabulary among 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 ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that all of the disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that all of the disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an awareness from all children of the word bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Ensure attendance of disadvantaged pupils is above 96%

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: **£8,762.28**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Embedding activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. £2,700 Clicker Programme	There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF This programme is used for SEN/PP children, developing with writing and used in interventions	All staff All staff, SEN/PP children aswell as less able writers.
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £2,250 Twice per week “Fresh Start” RWI programme delivered in Key Stage 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF Our data shows writing is an area which we need to continue to focus on in terms of catch up across all year groups. Therefore the RWI phonics-based programme is employed for interventions.	All staff
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £229.90 TT Rock Stars and Numbots used across the school for interventions	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 These programmes support SEN children in Maths, as well as less able mathematicians.	All staff All staff, SEN/PP children aswell as

		less able mathematicians.
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. FREE Cues programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF To develop confidence, resilience and awareness of emotions	All staff All staff SEN/PP

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

Budgeted cost: **£12,676.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £3985 Covid catch up funding – small group tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF Small group tuition – teacher or professional educator working with two to five pupils together in a group working in a classroom or working area. Interventions with small groups are often provided to support lower attaining learners but can also be used as a more general strategy to ensure effective progress.	1, 2, 3, 4 1,2,3,4

Additional phonics sessions targeted at disadvantaged pupils who require further phocs support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective. Phonics Teaching and Learning Toolkit EEF	2
£1457.50 ELSA – TA training and delivery of sessions	Mental health issues will be dealt with by a trained TA, to support the children through potential difficult periods of time, assisting their life and work in school.	1, 4
£6840 Play Therapist	Increase in communication skills through language and positively imapacting on SEMH.	1,4
£393.90 SEAL Group	Increase in communication skills through language and positively imapacting on SEMH.	1,4
FREE Communication and interaction advisory teacher accessed from OCC and mental health first aider in school. Role of mental health lead developed as a whole school.	Increase in communication skills through language and positively imapacting on SEMH.	1,4

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

Budgeted cost: £676.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5

school ethos and improving behaviour across school.		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This involves enabling children to attend breakfast club to aid attendance. Targeted adult support to help settle in school in the morning and assist with attachment issues.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
£676.32 Educational visits and Residential	Funding to enable DA pupils to attend educational visits and residential.	

Total budgeted cost: £22,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our use of Pupil Premium funding helped us to:

- Increase pupils' confidence and resilience
- Encourage pupils to be more aspirational
- Benefit non-eligible pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that 42% PP children achieved expected standard or above in reading. 42% PP children achieved the expected standard or above in writing. 58% PP children expected standard or above in maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that PP children have made progress but not as much progress as their peers in reading, writing and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the targeted provision has shown children have made 67% expected progress in reading, writing and maths. This is due to the quality of teaching, targeted support and whole school strategy and approach.

Targeted reading aloud and discussing books with the children building reading skills.

One to one pre teaching vocabulary sessions (Clicker) encourage participation between pupil and TA/Class teacher with pupils in school. Explicitly extending pupils' spoken vocabulary impacted on writing/reading skills and developed oral skills especially with cross curricular links.

Home and school communication/links have been developed and the DA pupil premium person, along with the Head Teacher work together positively with identified pupils and families. These provided the opportunity to discuss how additional needs could be met and extra support systems could be put in place. The families concerned benefitted from this process, strongly supported our Head Teacher and SENCo.

Involvement of the SENCo and Head Teacher was used to lead in supporting parents, referring them to possible other services as required. Parents reported how their support from school enabled them to positively assist their children academically and mentally. Our SENCo liaised with other outside services, thus targeting specific difficulties and assuring necessary provision was met to meet needs.

Continued use of zones of regulation training across the school meant supported could be targeted with mental health and emotional well-being issues.

Our ELSA trained TA supported individuals across the year/terms with children identified by class teachers. The impact of this was hugely positive, enabling pupils' to share their emotions, worries and anxieties more readily. As a result this allowed the children concerned to focus with increased concentration during lesson times, thus enhancing their learning.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Play Therapist	Louise Davis
ELSA	OCC
SWiFT (Schools with families together) training for DA/SEND parents	Laraine Davis (SENSS Advisory Teacher)

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
A Teaching Assistant was dedicated to the emotional wellbeing and academic achievement of service children. They helped pupils create visual timetables, now and next boards and supported with academic work.

We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements and progress academically amongst service children.

Assessments demonstrated progress in subject areas where extra support classes were provided.

All measures put in place made a positive difference, they helped to ensure our service children became well rounded individuals with the skills to enable them to learn, develop and progress. This enabled them to achieve and progress without any disadvantage.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.