

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Shadsworth Infant School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	80 pupils 49% (Rec-Y2)
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gillian Crompton Headteacher
Pupil premium lead	Emma Varey Deputy Headteacher
Governor / Trustee lead	Jackie Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£118, 400

Part A: Pupil premium strategy plan

Statement of intent

School Demographic

Shadsworth infant school has 199 pupils plus 9 children who are educated in the SEN Unit class. Deprivation measures indicate extremes of socio-economic deprivation. 72% of our families live in the bottom 5% of National deprivation levels and 93% of families live in the bottom half of National deprivation levels. (School Profile Autumn 2024) The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A large number of families seek support from school, seeing it as a first port of call. School has close working relationships with local authority Children's Services. Social Workers are incredibly complimentary about our relationships with families, the approach taken in terms of support mechanisms and ensuring family's needs are met. Our school has predominately white British heritage pupils 73%. Ethnicities with 3% or more are; Other White Background – mainly Eastern European, Pakistani and Indian. 52% of pupils are on the SEND register 44% at SEND support and 8% with an EHC Plan. Overall attendance is vulnerable, this is due to high levels of pupils with SEND, social vulnerability factors including intergenerational non-attendance, cheaper holidays in term time paying fixed penalty notices still being cheaper than a holiday in school holidays and childhood illnesses as an Infant school.

Objectives

Our intention is that all pupils at Shadsworth Infant School, irrespective of their background or the challenges they face, make good progress. The aim of our pupil premium strategy is to ultimately narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that every pupil has the opportunity to meet their full potential.

All our work through the pupil premium will be aimed at:

- Accelerating progress, moving children to at least age-related expectations
- Providing targeted academic support for those not achieving their potential
- Improving opportunities for pupils living in deprivation and limiting the effect of poverty

Our approach will consider the challenges faced by vulnerable pupils in the context of our school and will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will use the Education Endowment Fund to inform our decisions and ensure our approach to pupil premium allocation is evidence based.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils through high quality teaching
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to

support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language skills and vocabulary gaps</p> <p>Children come into school with well below average oracy skills. Baseline assessments show that children enter Nursery and School with underdeveloped oral language skills and vocabulary gaps.</p> <p>We currently have 43 children who require additional speech and language support and whom complete an individual speech and language program. 21 of these children access the NHS for their speech and language support and the remaining 22 children are seen by the speech therapist we provide one day a week using our pupil premium funding.</p>
2	<p>Phonics and early reading</p> <p>Due to low starting points on entry to school, accelerated progress in reading is required for a large number of children. CEM Baseline assessments show that 54% of our current reception children have started below age related expectations in Literacy.</p> <p>By year 2, children close the gap in reading attainment in comparison to the national average with 67% meeting age related expectations in reading in 2023-24. This shows that early intervention in reading is essential in ensuring rapid progress.</p> <p>Phonics outcomes continue to be a high priority across school. We aim to maintain standards by ensuring a consistent approach to teaching phonics and providing intensive keep up support for anyone at risk of falling behind.</p>
3	<p>Pupil wellbeing</p> <p>Many of our children come into school with social and emotional difficulties which inhibits progress across the curriculum. 24% of pupils are identified within our SEND register as having social, emotional and mental health needs.</p> <p>72% of our pupils were living in the bottom 5% of the most deprived nationally (School Profile Autumn 2024).</p> <p>School is seen as a source of support for families who often utilise the support and services our Pupil Wellbeing Coordinator. The support our Pupil Wellbeing</p>

	Coordinator can provide helps our most vulnerable families, many of which are eligible for pupil premium.
4	<p>Attendance</p> <p>Overall attendance is vulnerable, this is due to high levels of pupils with SEND, social vulnerability factors including intergenerational non-attendance, cheaper holidays in term time paying fixed penalty notices still being cheaper than a holiday in school holidays and childhood illnesses as an Infant school. Overall attendance for 2023-24 was 92% This is below the national average of 94%.</p> <p>School also has a high level of persistent absence (10% or more sessions missed). In 2023-24 34% (71 pupils) were persistent absentees of which 48% (34 pupils) were children eligible for pupil premium.</p>
5	<p>Enrichment opportunities</p> <p>Children enter school with limited life experiences. 72% of our pupils were living in the bottom 5% of the most deprived nationally (School Profile Autumn 2024). Financial constraints within families often result in limited knowledge of the wider world and lack of first-hand experiences (farms, theatre etc).</p>

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
1. Improvement in oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> EYFS communication and Language assessment data indicates that disadvantaged pupils perform as well as non-disadvantaged pupils WELLCOM Language Assessment shows that majority of children are at age related expectation
2. Improvement of attainment in phonics and early reading among disadvantaged pupils	<ul style="list-style-type: none"> Phonics screening outcomes 80+% Increase in reading outcomes for disadvantaged pupils in EYFS, Year 1 and Year 2 Entry and exit data for reading and phonics interventions show accelerated gains for disadvantaged pupils
3.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Strong links with families are established and timely and Early Help is offered. Evidence in the number of families supported at CAF, CiN and CP level

	<ul style="list-style-type: none"> • Entry and exit assessment data for disadvantaged pupils accessing play therapy.
4. Improve attendance of our most vulnerable and disadvantaged pupils including persistent absentees	<ul style="list-style-type: none"> • The attendance of Pupil Premium children meets national expectations of 96% • Persistence absence rates will have reduced in line with national expectations
5. To provide all children with a variety of enrichment opportunities, allowing them to experience a broad and balanced curriculum	<ul style="list-style-type: none"> • Enrichment calendar • All children take part in school trips and wider school enrichment activities irrelevant of expense • Greater number of pupil premium children attend Breakfast and After School club

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: £0 cost from PPG funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Upskill teachers on cognitive and metacognition strategies.	All evidence suggests that quality first teaching is the most important factor in improving pupil progress and attainment. Ensuring every teacher is supported in delivering high quality teaching is essential overcome barriers to learning, especially for our most disadvantaged pupils. Evidence EEF High Quality Teaching EEF Metacognition	1, 2, 3, 4, 5
Quality First Teaching	The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates. Evidence EEF Five a Day	1, 2, 3, 4, 5,

Continue to work with the English Hub	All research indicates that an SSP taught with fidelity improves phonics and early reading. Evidence EEF Phonics Toolkit	1, 2,
Improving Oracy within school	There is strong evidence that suggest oral language interventions have a high impact on reading. This will link with implementing Wellcomm's Big Book of Ideas strategies throughout school as part of the Local Authority initiative to improve language within the early years Evidence EEF Oral Language Interventions	1, 2, 3

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

Budgeted cost: £86,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 reading support for the bottom 20%	EEF research shows targeted deployment to small groups or individuals has a high impact on outcomes. Evidence DfE Reading Framework EEF Phonics Toolkit	1, 2, 3
Speech therapist 1 day per week	EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. Evidence EEF Oral Language	1, 2
Wellcomm language groups (Additional TA3)	EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. The EEF states that 'In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.' Evidence EEF Oral Language EEF Teaching Assistant Interventions	1, 2

<p>NURS focus groups for CLLD, PSED, PD (Additional TA2)</p>	<p>EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. The Centre for Research in Early Education state that, “Physical development experiences and activities are crucial in the early years” Evidence shows that when educators apply PSED approaches they can improve children’s outcomes (EEF) Evidence EEF Oral Language Centre for Research in Early Education EEF Supporting PSED in the Early Years</p>	<p>1, 2</p>
<p>Reading Intervention (TA3 0.8)</p>	<p>The EEF states that ‘In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.’ Evidence EEF Teaching Assistant Interventions EEF Phonics Toolkit</p>	<p>2</p>
<p>Reading and Phonics Intervention (TA2 0.5)</p>	<p>The EEF states that ‘In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.’ Evidence EEF Teaching Assistant Interventions EEF Phonics Toolkit</p>	<p>2</p>

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

Budgeted cost: £35,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of our Pupil Wellbeing Coordinator</p>	<p>Evidence suggests that parental engagement strategies are typically more effective with parents of very young children. Our Pupil Wellbeing Coordinator works closely with families and other agencies to ensure our pupils safety and emotional wellbeing and to promote attendance. Evidence EEF Parental Engagement</p>	<p>3, 4</p>

Play Therapist	<p>The EEF has found alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence EEF Social and Emotional Learning</p>	3
Weekly club night to provide enrichment opportunities for all pupils	<p>The EEF states that ‘At the EEF, we think enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’</p> <p>Evidence EEF Life Skills and Enrichment</p>	5
Supplementing curriculum trips, visits and visitors	<p>The EEF states that ‘At the EEF, we think enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’</p> <p>Evidence EEF Life Skills and Enrichment</p>	5

Total budgeted cost: £121,659

(£3259 over spend)

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
<p>Priority 1: Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>EYFS Profile</p> <ul style="list-style-type: none"> 68% of pupils eligible for pupil premium achieved the expected standard in Communication and Language. This was 18% more than other pupils in school and exactly in line with pupils eligible for pupil premium in the local authority. 57.4% of all reception children achieved the expected standard in Communication and Language compared to 79.3% nationally (NFER national data). <p>This shows that although the allocation of funds have made a positive impact in communication and language outcomes for pupil premium pupils this year work is still needed to be done to improve the overall outcomes in communication and language for all EYFS pupils.</p> <p>Wellcomm</p> <ul style="list-style-type: none"> <u>At the start of the year</u> 41% of reception children who are eligible for Pupil Premium had levels of language at ARE. <u>At the end of the year</u> 56% of reception children who are eligible for Pupil Premium had levels of language at ARE. <p>The allocation of funds for Wellcomm interventions has made an impact in helping to improve speech and language in the early years.</p> <p>Speech Therapist 33 children in school accessed specialist in-house speech and language therapy support of which 17 were pupil premium. These children required a mix of regular therapy, class-based targets delivered by school staff and termly reviews. 10 out of the 33 of the children were discharged from the service by the end of the school year, due to making excellent progress with their speech, language and communication skills.</p> <p>Nursery CLLD Outcomes</p> <ul style="list-style-type: none"> <u>At the start of the year</u> 20% of Nursery pupils were at the expected level for speaking.

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<p>Priority 2: Improve attainment in phonics and early reading</p>	<p>EYFS Profile</p> <p>59.1% of Pupil Premium Pupils achieved expected in Literacy. This was 15.3% higher than all other pupils (43.8%).</p> <p>Year 1 Phonics Screening Check Outcomes</p> <p>76.7% of Pupil Premium Pupils passed the Year 1 Phonics Screening Check compared to 66.7% of all other pupils. This is 8% higher than the national average of Pupil Premium Pupils.</p> <p>End of Key Stage 1 Assessments</p> <p>67.9% of Pupil Premium Pupils achieved Age Related Expectation in Reading. This is 1.2% higher than non-pupil premium pupils.</p> <p>This data suggests that the pupil premium spending in the area of phonics and early reading has had a positive impact on the outcomes for our Pupil Premium Pupils.</p>																																				
<p>Priority 3 - Improve safety and wellbeing for our pupils</p>	<p>Pupil Wellbeing Coordinator</p> <p>The pupil premium funding used to fund our Pupil Wellbeing Coordinator enabled him to support a large number of our pupils and families.</p> <table border="1" data-bbox="403 1301 1409 1787"> <thead> <tr> <th>Term</th> <th>Number of general Safeguarding incidents reported</th> <th>Number of referrals made to CADS</th> <th>Number of children with a CAF plan</th> <th>Number of children with a CIN plan</th> <th>Number of children on CP</th> <th>Number of LAC</th> <th>Post LAC</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>81</td> <td>0</td> <td>9</td> <td>3</td> <td>3</td> <td>4</td> <td>4</td> <td>23</td> </tr> <tr> <td>Spring</td> <td>60</td> <td>0</td> <td>11</td> <td>7</td> <td>5</td> <td>3</td> <td>5</td> <td>31</td> </tr> <tr> <td>Summer</td> <td>62</td> <td>1</td> <td>10</td> <td>6</td> <td>4</td> <td>3</td> <td>5</td> <td>28</td> </tr> </tbody> </table> <p>A large majority of the children and families supported were eligible for pupil premium. School is seen as a source of support and families often utilise this before events escalate.</p>	Term	Number of general Safeguarding incidents reported	Number of referrals made to CADS	Number of children with a CAF plan	Number of children with a CIN plan	Number of children on CP	Number of LAC	Post LAC	Total	Autumn	81	0	9	3	3	4	4	23	Spring	60	0	11	7	5	3	5	31	Summer	62	1	10	6	4	3	5	28
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	<p>Early intervention continues to be at the heart of what we do in school and our Pupil Wellbeing Coordinator's work in this area is invaluable and essential due to the high number of families requiring this support.</p> <p>Our pupil wellbeing coordinator also attended weekly CAF meetings with the Junior school where joined up working has proved highly successful. Families where a CAF is closed continue to be monitored by our pupil wellbeing coordinator on a regular basis.</p> <p>Play Therapy</p> <p>Our play therapist provided play therapy for 11 children in 2023/24. 8 out of the 11 children were eligible for pupil premium. The play therapy sessions provided a safe space to children to explore their emotional challenges.</p>
<p>Priority 4: Improve attendance including persistent absentees</p>	<p>Overall school attendance for 2023/24 was 91.9% compared to 94.5% nationally.</p> <p>Pupil Premium pupils had a percentage of 92.4% compared to 91.5% for all other pupils.</p> <p>71 pupils were persistent absentees of which 34 were eligible for pupil premium.</p> <p>Attendance will continue to be a high priority in school as we strive to improve our attendance data.</p>
<p>Priority 5: All children will have the opportunity to take part in enrichment</p>	<p>Curriculum Enrichment</p> <p>All our pupils took part in a range of enrichment opportunities throughout the year. These trips, visits and experiences were supplemented through pupil premium funding and provided our children with first hand experiences linked to their topics.</p> <p>Enrichment clubs</p> <p>All pupils were offered the opportunity to take part in a weekly enrichment night throughout the year. Each child chose a different club each term which they were able to attend free of charge. These were run by school staff and offered a range of enrichment opportunities such as craft, sport, computing and singing.</p>

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
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Wellcomm	G L Education