

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shadsworth Infant School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£ 91, 460
Recovery premium funding allocation this academic year	£ 9,716
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	£ 101,176

Part A: Pupil premium strategy plan

Statement of intent

School Demographic

Shadsworth Infant School is situated in an area of very high social and economic deprivation on a housing estate owned by Together Housing. The school is two form entry with a nursery provision of 30 hours or 15 hours depending upon circumstance. A Special Educational Needs (SEND) provision classroom provides timetabled, targeted provision for our highest need SEND children. The school is ranked 285 out of 23,482 schools nationally in deprivation indices, with 39% children living in the bottom 1% of deprivation and 89% children are living in the bottom 5% of the most deprived nationally (Census 2021). A large number of children are eligible for FSM. The socio-economic backgrounds of the children are predominately unskilled with high levels of unemployment. Health issues, both physical and mental/emotional, are significant, with the majority of indicators being above the national average of mortality rate, respiratory disease, obesity, psychiatric, psychological disorders, high teenage pregnancy rate and highest percentage of lone parents.

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 means 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 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. 51% of children had language scores below their chronological age on entry to reception.</p>
2	<p>Phonics and early reading Over recent years' internal data indicates that reading attainment among children eligible for pupil premium is below that of non-pupil premium children. In 2021 Data showed that 48% of all other pupils achieved expected or exceeding in reading at the end of reception compared to 42% of children eligible for pupil premium. In phonics, 69% of all other pupils were working at the expected standard in comparison to 64% of pupil premium pupils.</p>
3	<p>Pupil wellbeing Many of our children come into school with social and emotional difficulties which inhibits progress across the curriculum. In the academic year 2020-21 our Pupil Well-being Coordinator supported 8 children at Child in Need level who were all eligible for pupil premium. He supported 12 children with a Child and Family Plan of whom 71% were eligible for pupil premium. In addition, there were 7 Looked After or Post Looked After children of which 100% were eligible for pupil premium.</p>
4	<p>Attendance Our Attendance Data for 2020-2021 indicates that 67% of persistently absent pupils are eligible for pupil premium and the overall attendance of pupils eligible for pupil premium is 1.5% lower than the whole school.</p>
5	<p>Enrichment opportunities Children enter school with limited life experiences with 39% children living in the bottom 1% of deprivation and 89% children living in the bottom 5% of the most deprived nationally.</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
Improve oral language skills and vocabulary among disadvantaged pupils.	EYFS communication and Language assessment data indicate improved language skills and vocabulary. Entry and exit data for language programmes- NELI, Talk boost, nursery language groups. Jan 2022 WELLCOM language assessment data. Progress reports from speech therapist
Improve attainment in phonics and early reading	Phonics screening outcomes <ul style="list-style-type: none"> • Year 2 in December 2021 • Year 1 in July 2022 Reading ARE in EYFS, Year 1 and 2. Entry and exit data for reading and phonics interventions.
Pupil wellbeing	Number of families supported at CAF, CiN and CP level. Pupils make progress on Boxhall
Improved attendance including persistent absentees	Attendance figures
Enrichment opportunities	Attendance on school trips, enrichment events and art sessions

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: £2563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching. Upskill teachers on cognitive and metacognitive 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	1, 2
Purchase validated systematic synthetic phonics (SSP) programme Little Wandle Letters and Sounds revised.	All research indicates that a systematic synthetic phonics programme taught with fidelity improves phonics and early reading. Evidence EEF Phonics Toolkit	2
Purchase of standardised diagnostic assessments	Standardised tests provide reliable insights into pupil's attainment and will help them receive the correct intervention. School will use PIRA to assess reading and White Rose Maths to assess Maths termly. Evidence EEF Assessment and Feedback	2
Improving Oracy within school	There is strong evidence from the EEF that oral language interventions have a high impact on reading. This will link with implementing Voice 21 strategies throughout school as part of School Improvement Group work. Evidence EEF Oral Language	1, 2

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

Budgeted cost: £82,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery Teacher (0.5)	<p>Research shows that Reading Recovery achieves good results that are swift and long lasting.</p> <p>Evidence https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research</p>	1,2,
Speech Therapy	<p>EEF state that oral language interventions have a high impact for very low cost based on extensive evidence.</p> <p>Evidence EEF Oral Language</p>	1, 2,
Reading Intervention FFT Wave 3, Better Reading	<p>The FFT Wave 3 programme has been recognised as an effective approach to boosting children’s reading and writing.</p> <p>Evidence https://literacy.fischertrust.org/wave-3-research/</p>	1, 2,
Additional TA3 Closing the gap – GLD intervention	<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.’</p> <p>Evidence EEF Teaching Assistant Interventions</p>	1, 2
Additional TA3 – Oracy, language groups	<p>The EEF state that communication and language approaches consistently show positive benefits for young children’s learning.</p> <p>Evidence EEF Communication and Language Approaches EYFS</p>	1, 2,

Additional TA2 Closing the gap –year 1 phonics/ reading focus	All evidence suggests that Phonics approaches are the most effective in supporting younger pupils to master the basics of reading. Evidence EEF Phonics Toolkit	1, 2,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and Pupil support- Pupil Wellbeing Coordinator	Evidence suggests that parental engagement strategies are typically more effective with parents of very young children. Evidence EEF Parental Engagement	3, 4
Artist in Residence	Participation in artistic or creative activities have been found to have wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Evidence EEF Arts Participation	3, 5
Additional TA2 -Nurture	The EEF has found alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence EEF Social and Emotional Learning	3

Total budgeted cost: £110,189 (£9013 over spend)

Governors take the decision to supplement the deficit from school budget in their commitment to improving outcomes for all children.

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.

A high number of pupils eligible for the PPG accessed school in the Spring lockdown. This enabled staff to monitor the PP pupil's wellbeing and academic progress, first hand. PP children were also supported through weekly phone calls and support accessing remote learning. The children's interactions were monitored closely by SLT and needs acted upon quickly. Recovery plans were in place for each year group and priorities/ gaps focused on. The curriculum was adapted to meet the needs of each child.

End of KS1

Table shows % of children who achieved ARE or above in each area of learning

	Pupil premium pupils	All other pupils	Gap
Reading	62%	50%	+12%
Writing	53%	29%	+24%
Maths	62%	46%	+16%

End of EYFS

Table shows % of children who achieved GLD and the % of children who achieved ARE (40S) or above in each area.

Area of Learning	PPG	Others	Gap
Good Level of Development	41%	42%	-1%
Communication & Language	47%	54%	-7%
Physical Development	50%	62%	-12%
Personal, Social and Emotional Development	56%	54%	+2%
Literacy	44%	54%	-10%
Mathematics	44%	54%	-10%
Understanding of the World	47%	54%	-7%
Expressive Arts and Design	47%	54%	-7%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	