

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 and 2023 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	204
Proportion (%) of pupil premium eligible pupils	51% (Rec-Y2)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022-2
Date on which it will be reviewed	July 2023
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	£ 97,995
Recovery premium funding allocation this academic year	£10,005
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	£108, 000

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 has 85% of children living in the bottom 5% of the most deprived nationally (Census January 2022). 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 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 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>Nursery baseline assessments show 89% of children are working below age related expectations in Listening, attention and understanding and 84% of children are working below age related expectations in speaking. Reception baseline assessments show 51% of children are working below age related expectations in Listening, attention and understanding and 58% of children are working below age related expectations in speaking.</p>
2	<p>Phonics and early reading In previous years, we have used the pupil premium funding to help fund reading interventions. This has had a positive impact on outcomes for pupils eligible for pupil premium as shown in the review of last year's outcomes (below). Last year pupils eligible for pupil premium out-performed others in reading in both EYFS and the end of Key stage 1.</p> <p>As a school we have not yet met the national average for Year 1 phonics data. However, it is improving with the gap between our phonics results and the national average reducing each year. Data for 2022 data shows that there remains a gap of -9.4% between those pupils eligible for pupil premium meeting the expected standard for phonics in year 1 and other pupils.</p>
3	<p>Pupil wellbeing Many of our children come into school with social and emotional difficulties which inhibits progress across the curriculum.</p> <p>In the academic year 2021-22 our Pupil Well-being Coordinator supported 24 children and their families who were eligible for pupil premium. The support he provides to these families is invaluable and ranges from parenting support, advice and signposting to relevant agencies. We will continue to fund our Pupil Well-being Coordinator through the pupil premium funding as the work he does helps our most vulnerable families, many of which are eligible for pupil premium.</p>
4	<p>Attendance Our overall attendance data by the end of summer term 2022 was 91%. This is 5% below the national requirement of 96% set by the government.</p> <p>Persistent absence is also an ongoing challenge for our school with 30% persistent absence by the end of summer term 2022. This is more than double the national average of persistent average of 12% (2021-22). Our attendance data for 2021-2022 indicates that 56% of persistently absent pupils are eligible for pupil premium.</p>

5	<p>Enrichment opportunities</p> <p>Children enter school with limited life experiences with 85% of pupils living in the bottom 5% of the most deprived nationally</p>
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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
Improve oral language skills and vocabulary among disadvantaged pupils.	<p>EYFS communication and Language assessment data indicate improved language skills and vocabulary.</p> <p>WELLCOM language assessment data.</p> <p>Progress reports from speech therapist.</p>
Improve attainment in phonics and early reading	<p>Phonics screening outcomes</p> <ul style="list-style-type: none"> • Year 1 (June 2023) <p>Reading ARE in EYFS, Year 1 and 2.</p> <p>Entry and exit data for reading and phonics interventions.</p>
Improve safety and wellbeing for our pupils.	<p>Number of families supported at CAF, CiN and CP level.</p> <p>Pupils make progress on Boxhall.</p>
Improve attendance including persistent absentees	Attendance figures
All children will have the opportunity to take part in enrichment	<p>Enrichment calendar.</p> <p>Attendance on school trips, afterschool clubs and competitions.</p>

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
<p>Quality First Teaching.</p> <p>Use of peer coaching to improve the overall quality of teaching.</p>	<p>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.</p> <p>Evidence EEF High Quality Teaching</p>	1, 2
<p>Phonics</p> <p>Consistent and high-quality teaching of phonics using a validated SSP.</p>	<p>All research indicates that a systematic synthetic phonics programme taught with fidelity improves phonics and early reading.</p> <p>Evidence EEF Phonics Toolkit</p>	2
<p>Assessment of reading</p> <p>Purchase of standardised diagnostic assessments</p>	<p>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.</p> <p>Evidence EEF Assessment and Feedback</p>	2
<p>Oral Language</p> <p>Oracy focus within school</p>	<p>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.</p> <p>Evidence EEF Oral Language</p>	1
<p>Reading</p> <p>Whole school INSET on the teaching of early reading</p>	<p>CPD provided for all teaching and support staff on the teaching of early reading.</p> <p>Evidence EEF Early Literacy Approaches</p>	2

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

Budgeted cost: £73,410

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>	2
Speech Therapy Speech therapist 1 day per week	<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
TA3 (0.8)- Reading and Phonics 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>The FFT Wave 3 programme has been recognised as an effective approach to boosting children's reading and writing.</p> <p>Evidence EEF Teaching Assistant Interventions https://literacy.fischertrust.org/wave-3-research/</p>	2
TA3 (0.5) Daily phonics 'Keep-Up' sessions	<p>The EEF states that 'Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.'</p> <p>Evidence EEF Teaching Assistant Interventions EEF Phonics Toolkit</p>	2
TA2 Early years communication and language and physical development 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 EEF Physical Development Approaches</p>	1

DHT/ HT time running 1-1 Phonics Keep-up sessions and 1-1 reading support	<p>The EEF states that ‘Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.’</p> <p>Evidence EEF Phonics Toolkit</p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of our Pupil Wellbeing Coordinator.	<p>Evidence suggests that parental engagement strategies are typically more effective with parents of very young children.</p> <p>Our Pupil Wellbeing Coordinator works closely with families and other agencies to ensure our pupils safety and emotional wellbeing and to promote attendance.</p> <p>Evidence EEF Parental Engagement</p>	3, 4
Additional TA2 -Nurture One-one play therapy sessions for our most vulnerable children.	<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
Enrichment opportunities Supplement costs of school trips and weekly enrichment (45 mins per week for all pupils).	<p>The 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: £110, 563

(£2563 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 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcome: Improve oral language skills and vocabulary among disadvantaged pupils

Foundation Stage - Pupil Premium Gap Analysis

Shadsworth Infant
2167

of eligible pupils in cohort: 16 29

% achieving expected or exceeding for all goals in:

	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	68.8	65.5	3.2
→ Communication & Language	75.0	65.5	9.5

Foundation Stage data analysis shows that 75% of pupils eligible for pupil premium achieved expected or above in Communication and Language compared with 66% of all other pupils. The allocation of funds for extensive speech and language support have made a huge impact in helping improve oral language skills and vocabulary among disadvantaged pupils in Early Years.

Intended Outcome: Improve attainment in phonics and early reading

Foundation Stage - Pupil Premium Gap Analysis

Shadsworth Infant
2167

of eligible pupils in cohort: 16 29

% achieving expected or exceeding for all goals in:

	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	68.8	65.5	3.2
Communication & Language	75.0	65.5	9.5
Physical Development	81.3	72.4	8.8
Personal, Social and Emotional Development	81.3	69.0	12.3
→ Literacy	75.0	65.5	9.5

Foundation Stage data analysis shows that 75% of pupils eligible for pupil premium achieved expected or above in Literacy compared with 66% of all other pupils.

Phonics - Pupil Premium Gap Analysis

Shadsworth Infant

2167

number of eligible pupils
in cohort:

	32	28	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
% Working at the required standard	65.6%	75.0%	-9.4%

In year 1 70% of pupils were working at the expected standard in phonics compared to 76% national average. Although we did not meet national average the gap between our phonics results and national average is reducing each year.

There remains a gap of -9.4% between pupils eligible for pupil premium working at the expected standard in year 1 compared to other pupils. This is in line with the local authority gap of 8%.

Key Stage 1 - Pupil Premium Gap Analysis

Shadsworth Infant School

2167

of eligible pupils in cohort:

	25	33	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
% achieving:			
Reading >= EXS	72.0	69.7	2.3

The end of key stage 1 results shows that 72% of pupils eligible for pupil premium achieved the expected standard in reading compared with 70% of all other pupils. The funding allocated to provide reading support has had a positive impact on attainment in reading.

Intended Outcome: Pupil wellbeing

The Pupil Premium funding used to fund our Pupil Well-being Coordinator enabled him to support;

- 26 families at CAF level
- 1 family at Child in Need
- 2 families at Child Protection
- 5 Looked After Children
- 2 families at monitoring level

Outside Agency support was also funded including;

- CANW – 1 day a week working with small groups on emotions, friendships, social skills, transitions. Small number of 1 to 1 referrals to explore specific issues and 2 or 3 parents supported with ad hoc sessions.
- HENRY – Delivered by Blackburn with Darwen Early Help team. 8-week parenting programme looking at healthy eating and nutrition, parenting, routines and boundaries etc.

Intended Outcome: Improve attendance including persistent absentees

Despite continuous work by our Pupil Wellbeing Coordinator attendance remains a concern and is below the national average. To try and improve attendance we conducted daily phone calls for absent children, sent warning letters when attendance was becoming a concern and our Pupil Wellbeing Coordinator worked with families and provided support and advice on how to improve attendance. Weekly CAF meetings with the juniors provided opportunity to discuss families where attendance was a concern and put in place actions to try and support our families.

	End of 2020/21 year	End of Autumn 2 2021	End of Spring 2 2022	End of Summer 2 2022
Attendance	94.7%	92.8%	92%	91.1%
Persistent absence	16.5%	26.4%	27%	29.5%

Intended Outcome: Enrichment opportunities

All our pupils took part in a range of enrichment opportunities throughout the year. These trips, visits and experiences provided our children with first hand experiences linked to their topics. These are detailed below;

Nursery Trips/ Visits	Allotment Trip	Exotic Animals	Local Park Trip	Smithills Farm Trip
Reception Trips/ Visits	Local Park Trip	Post Office	Brockholes Nature Reserve	St. Annes Beach Trip
Year 1 Trips/ Visits	Houghton Tower Trip	Planetarium Experience	Pirate Day	Knowsley Safari Park Trip
Year 2 Trips/ Visits	Chill Factore Trip	Blackburn Town Visit	Totally Tropical Experience	Lakeland Oasis Wildlife

Year 2 pupils all took part in a 10-week swimming block.

All key stage 1 classes had a block of 6 forest school sessions every term. All key stage 1 classes also worked with a local artist to produce clay sculptures.

All pupils took part in an enrichment night on a Thursday until 3.45pm. Each child chose a different club each half term. Some of the clubs on offer included; Spanish, cooking, messy play, Lego, puzzle, cricket, rounders, football, reading.

In addition to these trips and visits there were a number of enrichment days including a Jubilee picnic and party, history, geography and science days and a whole school pantomime and magic show.

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

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?	