

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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 | Shaw Primary Academy |
| Number of pupils in school | 407 (including 25 nursery) |
| Proportion (%) of pupil premium eligible pupils | 31% (without nursery) |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 2025-26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | D. Kimpton (Headteacher) |
| Pupil premium lead | C. Tomlinson |
| Governor / Trustee lead | Jeff Seddon |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £200,611 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

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 or those who have difficulty in their lives. 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. 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.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments and observations 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 | School evidence strongly supports the link between behaviour and well-being with improved outcomes for pupils. Most children requiring this support and intervention come from disadvantaged backgrounds |
| 3 | Our attendance data indicates that attendance among disadvantaged pupils is approximately 3% lower than for non-disadvantaged pupils. The data also indicates that unauthorised absences are more common for our disadvantaged pupils. |
| 4 | Pupil data analysis shows that a number of pupils who are not yet age related in terms of outcomes come from disadvantaged backgrounds. |
| 5 | Many of our disadvantaged pupils do not have access to reading books at home and/or to the local library. |
| 6 | Many disadvantaged pupils do not have access to travel and/or wider experiences outside of their home or local community. |

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. Improved Oral Language Skills | Early intervention has previously impacted well on pupils' speech and language development which in turn helps them to better access other areas of the curriculum. |
| 2. Sustained behaviour and well-being | Our evidence shows that pupils who have access to specialised emotional support are less likely to miss learning, more likely to cope with learning and have improved social behaviours and experiences. |
| 3. Improved attendance of individuals | Targeted support encouragement better allows us to address attendance issues for hard to reach families and pupils and helps to prevent increased absences and missed learning. |
| 4. Improved attainment of individuals | The use of additional staffing with a range of skills facilitates more opportunity for small group and individual teaching both in and outside the classroom, which is shown by school and national evidence to impact on pupil outcomes/catch up. |
| 5. Sustained access to reading books | Reading well underpins much of learning as well as fostering a love of story, language and discovery of information. By providing a wide range of books and teaching much of the curriculum through reading our children with limited access at home are less disadvantaged than their peers. |
| 6. Increased opportunities for wider pupil experiences and cultural development | By using embedding the LYFTA online learning platform into our curriculum we are able to give our children wider world experiences which they may not have access to. LYFTA also supports learning and understanding of different ways of life, culture, race and religion to help with greater representation for BAME children and improved understanding of diversity for all. |

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: £109,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>LYFTA subscription.</i> | The Award winning learning platform sites a range of testimonials to support its use in the classroom. This particular platform will support all pupils but particularly our disadvantaged pupils who have limited opportunities to meet to people from different countries and cultures. lyfta | 6 |
| <i>LSA intervention</i> | Small group targeted intervention is shown to impact on pupil outcomes including those who are still to catch up with their peers and or their personal prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 4 |
| <i>SENCO</i> | In-school evidence shows that many of our disadvantaged pupils are also on the SEND register and as such benefit from SENCO intervention and learning strategy support. | 4 |
| <i>Support staff salaries for the teaching of systematic phonics and reading development</i> | See above | 4 and 5 |
| <i>Cost of subsidies for trips and/or visitors for disadvantaged pupils.</i> | Historical school evidence shows that many of our disadvantaged pupils require financial subsidies to ensure that they can take part in school-based activities that incur a cost. | 6 |

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

Budgeted cost: £16,452

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Salaries for specialist Speech and language staff (LSA's) 0.8 of 1</i> | Research shows that oral language has a strong impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |
| <i>Purchase of Speech link assessment tool.</i> | See above | 1 |

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

Budgeted cost: £74,895

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Salary for PBWB Lead</i> | Research shows that good behaviour impacts on the learning and outcomes of the individual and other pupils in classes and groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 2 |
| <i>Salary for Family Partnership Support Officer</i> | In-school evidence shows strong parental engagement supports ongoing pupil achievement and improved attendance. Wider research supports strong engagement with parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 3 |

Total budgeted cost: £ 200,607

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 2023 to 2024 academic year.

1. Speech and Language

Speech and Language plans: There are 25 care plans that have been put in place by speech and language therapists throughout the school, 14 of which are children that I work with on a weekly basis. I follow the plans as advised by the Therapists and use their resources that they provide or what I have already available appropriate to the area of need. I will also liaise with teachers and 1:1's to ensure that the children I do not see on a regular basis are working through their individual plan and offer advice and resources where I can.

Reception speech and language: As of October 2024, there were 35 children who needed interventions, 27 of those were language and 8 were speech. After reassessing a total of 14 children passed their language assessments completely leaving 15 children (includes 2 new starters) who will still need interventions. The assessments also showed that out of the 7 children who presented as severe language needs 4 of those made exceptional progress to move to moderate needs. After completing 8 speech assessments 1 child passed leaving 7 children to continue, 2 of which made good progress, and 2 children are now on Speech and Language care plans.

Year 3 speech and language: As of October 2024 we began assessments for year 3 which showed a total of 10 children having language needs. 6 of these children are SEND and 1 is currently being monitored.

General Impact: Teachers report the following regarding pupils in their classes who have had S&L intervention

- The children are more actively involved in the learning taking place in the classroom including taking a more active role in their own independent learning and activities.
- They participate more during classroom activities – organising and using materials provided for a task or taking part in classroom discussion etc.,
- They contribute when working with their peers and are more social confident to collaborate with others both in class and outside, some improvements when working individually or independently.
- They are more likely to listen more in class and show they are more able to re-focus when interrupted.
- Vocabulary in generally improves and they can tackle new words more confidently.
- They can more readily follow instructions independently when directed by the Teacher or LSA and overall confidence improves.
- The children are generally more confident to ask for help and communicate what they need help with.
- They are more likely to understand questions and give appropriate responses.

2. Behaviour and well-being

When surveyed, all teachers report the positive impact of our Emotional Support offer. Children develop in terms of their resilience and engagement. This is particularly effective when coupled with working with our Canine Assist Support dog, Fry, who is used not only in moments of urgent need but as an incentive for children to maintain good behaviour and a positive outlook. Drop-in sessions with children in class and unplanned intervention for dysregulation and/or reluctance to come in to school have been highly effective parents comment positively when their child is offered support. Our recent Ofsted inspection graded Behaviour and Attitudes as Good and Personal Development as Outstanding.

3. Improved attendance of individuals

Although attendance can be improved by motivation through inspiring lessons, reward systems, first day calls and having good attendance high on the school's agenda, this work is supplemented and underpinned by good relationships with families and especially those who can be hard to reach or struggling with other issues; we

build trusting relationships. The work of the Family Partnership Officer helps maintain our good levels of attendance by supporting families with a number of other matters including, support with transport, FSM applications, food bank vouchers, reduced cost and/or pre-loved uniform, referrals i.e. CAF and outreach support workers, alleviating worries surrounding recent childhood illness such as Measles and Nora virus, maintaining contact with 'other' parents in 'split families', and generally just being a friendly, point of contact with the school. Our attendance compares well to national figures and lateness has reduced despite the difficulties faced by our families and the role of the FPSO has been instrumental in achieving this. Persistent Absence appears higher than the national average due to our travelling Showman families, however these families work with the FPSO by informing the school of travelling dates in advance so that work packs can be provided for the children to complete while they are away from school.

4. Improved attainment of individuals KS1

The majority of children working with Catch-up/Specialist intervention teachers either caught up fully to age related expectations, achieved standards that ensured they are 'back on track' or achieved good progress when compared to their previous attainment.

5. Sustained access to reading books

As a result of our book based teaching of English and our extensive collection of non-fiction books used across the curriculum to 'Enhance and Embed Learning' we have maintained end of key stage reading outcomes that compare very well with the national average by the end of KS2. Pupil perception with children in the lowest 20% revealed high levels of confidence and enjoyment when reading which supports ongoing reading intervention and catch-up for these pupils.

6. Increased opportunities for wider pupil experiences and cultural development

Our use of LYFTA, a programme of study which gives all children, especially those who are disadvantaged, access to a range of experiences that they wouldn't otherwise have the opportunity to engage in has had a positive impact across the school. Children know that Lyfta is an online platform/videos that they watch to help them learn about different places and countries around the world. Children talk confidently about their learning experiences with Lyfta, they can list the different themes and learning behaviours and link them to the SAM award. They have learnt about different people in different countries and how they live. All children can talk about places they have virtually been to, as well as in which subjects they have learnt through Lyfta. Children find the Lyfta lessons interesting and helpful. It has helped them see that not everyone has an easy life and it makes the lessons more real. Teachers Report improvement in pupils' empathy, awareness of the environment and interest in the world outside their own community. The use of LYFTA is directly cited in our Outstanding Personal Development judgement from OFSTED

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 |
|------------------|----------------------------|
| LYFTA | LYFTA |
| Hamilton English | Hamilton Trust |
| Speech link | Speech Link Multimedia Ltd |
| Read, Write Inc. | Ruth Miskin Training |