

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	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	2023-24 2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	D. Kimpton (Headteacher)
Pupil premium lead	C. Tomlinson
Governor / Trustee lead	Stephen Sweeting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210369
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: £105,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
LYFTA subscription. £2700	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
LSA intervention (Costed at 3x LSA) £56,100	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
SENCO 0.4 SENCO Salary £26,228	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
Support staff salaries for the teaching of systematic phonics and reading development (Costed 1xLSA) £18700	See above	4 and 5
On-going cost of phonics linked reading books to supplement reading scheme books for use in school and at home £600	See above	4 and 5
On-going cost of supplementing English scheme of work with	A heavily book-based English scheme of work has been introduced to mitigate against the points made above	5

specified reading books £1000 from Eng +yr gp books		
Cost of subsidies for trips and/or visitors for disadvantaged pupils. £500	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: £19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salaries for specialist Speech and language staff (LSA's) 1 LSA £18,700	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
Purchase of Speech link assessment tool. £700	See above	1

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

Budgeted cost: £85,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary for PBWB Lead Costed at 0.4 DHT £38,237	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

<p><i>Salary for specialist Emotional Support Worker</i></p> <p><i>Cost at 0.8 LSA</i></p> <p><i>£14,960</i></p>	<p>In-school evidence and analysis and wider research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions demonstrates that targeted support for individuals and small groups impacts positively on pupil outcomes.</p>	2
<p><i>Salary for Family Partnership Support Officer</i></p> <p><i>£30,750</i></p>	<p>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</p>	3
<p><i>Contribution to ongoing costs of in-school canine support dog</i></p> <p><i>£1200</i></p>	<p>In-school evidence and wider case studies have shown that a canine assist support dog can have a positive impact on pupils-well-being, behaviour leading to improved engagement in school. https://www.canineassistedlearning.com/educational-settings/primary-school/</p>	2

Total budgeted cost: £ 210,375

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

As of Sept/Oct 2023 there were 59 children (years 1, 2, 4, 5, 6) who needed language interventions and 31 children (years 1, 2, 4, 5, 6) who needed speech interventions.

After interventions and reassessment (whole school)

Speech - of the 31 children 17 passed the assessment and no longer need any further interventions. 10 children made significant progress by passing a sound or multiple sounds that they had been working on, 4 children made little to no progress (2 of which are under SALT).

Language - of the 59 children 37 passed the assessment leaving 22 children who no longer need any further interventions. Most of the remaining children made good progress and passed at least one of their target areas. 6 of the children's assessment reports show new targets to work on as they are now age related to that specific area, 11 children made good progress, 5 children made some small steps progress (3 of which are SEND).

Reception speech and language:

As of October 2023, there were 42 children who needed interventions, 29 of those were language and 13 were speech. After reassessing a total of 15 children passed their assessments completely leaving 27 children who will still need interventions into year 1 which are being continued by both me and the class LSA. Almost all children passed at least 1 of their areas that they were working on throughout the year and some who were more severe with their needs have been referred to our local speech and language team.

Year 3 speech and language:

As of October 2023, there were **33** children who were identified as having speech and language needs as part of the assessment process – these were of varying severity some having minor issues. After re-assessments in April-May were completed only **9** language (**4** are SEND children) and **6** speech (1 is under SALT and another has been referred) would still need further interventions into year 4.

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 chn 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.

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 schools 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. 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 Scarlet Fever and Strep A, 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 despite the difficulties faced by our families and the role of the FPSO has been instrumental in achieving this.

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 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.

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