

Shirley Manor Primary Academy 2021-2024 Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Shirley Manor Primary Academy
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	47%
Academic years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	Review each year
Statement authorised by	Heather Lacey
Pupil premium lead	Gail Whitmore
Governor / Trustee lead	Stephen Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,265
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,025

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 and young carers. 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, notably in its targeted support through the School Led Tuition and a weekly intense intervention programme 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
- addressing equality of opportunity where there are specific difficulties
- addressing individual need

Challenges

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

Challenge number	Detail of challenge
1	Poor punctuality / Low attendance – Amongst our disadvantaged pupils some have poor attendance and are classed as persistently absent. Some pupils are regularly late.
2	Lack of opportunities for children to read and develop early reading, including phonics leading to children unable to read and access texts.
3	Children enter school with poor oral language skills and vocabulary that is below what is expected for their age.
4	Challenges in home lives make it difficult for carers and parents to support children in their learning at home for example many pupils with experiencing significant safeguarding concerns including domestic abuse.
5	Emotional and social issues that impact on relationships in school
6	Some children have low aspirations and expectations
7	Some homes have a lack of family resources which mean children do not have access to a range of basic household essentials including food
8	Covid-19 has led to children missing key knowledge and skills leading to gaps in learning

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
Attendance of pupil premium children improves.	Systems to challenge attendance are in place including Local Authority support. All children who are persistently absent without good reason are on an attendance challenge.
Punctuality of pupil premium children improve	Late marks decrease monthly
Children in receipt of pupil premium move back towards national attainment of their non-pupil premium peers nationally in their Year 1 phonics check	85% of pupil premium children achieve phonics standard.
In school variation between attainment of PP children and non-PP children reduces through school and children in receipt of PP funding achieve inline as their non-PP peers by the end of Year 6.	QFT shows adaptation to meet needs of children Same day interventions delivered to address misconceptions No in school variation

Children in the lowest attaining 20% for reading (nationally) are receiving intervention throughout school.	Lowest 20% in each year group identified Interventions in place Increasing % of children achieve ARE across school
Children have the resources they need to be successful in school.	Disadvantage is removed for children by school providing resources e.g. uniform and food.
Children receive support needed in school to be ready to learn	Vulnerable children identified Children receive support from pastoral team Support is evaluated on SEMH plan as appropriate
Any gaps in children's knowledge are identified and teaching and learning addresses these gaps, so children have key knowledge to enable them to move on.	Children have required knowledge to move on with learning and access next steps in curriculum QFT shows adaptation to meet needs of children Same day interventions delivered to address misconceptions

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention. KS2 pupils with gaps in phonic knowledge receive daily phonics intervention where appropriate. 	<p><i>The Reading Framework</i>. July 2021 (DFE)</p> <p><i>COVID-19 series: briefing on early years</i>, November 2020</p>	2

<ul style="list-style-type: none"> • The development of pupils' decoding skills is supported by access to accurately matched reading books (see above section). • Regular assessment carried out by the Phonics Leader ensures pupils move on rapidly and those needing extra support are identified early. • Half termly assessments completed and progress tracked. 		
<p>Development of home reading</p> <ul style="list-style-type: none"> • Rewards and incentives to encourage reading at home and school. • Early reading information session held for parents. Handbooks given to all families to support reading at home. • Home access to e-books gives all pupils the opportunity to revisit books and to read for pleasure. • High quality, non-fiction texts included in LTPs, class libraries and home reading books give children the opportunity to read more widely. 	<p><i>The Reading Framework. July 2021 (DFE)</i></p>	<p>2, 3</p>

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

Budgeted cost: £10,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional classroom-based staff to ensure that children receive additionality in the form of;</p> <ul style="list-style-type: none"> • Precision teaching • Same day interventions based on ongoing assessments • Teaching assistants assist teacher in responding to pupils needs in real time. 	<p><i>EEF – Making best use of teaching assistants</i></p> <p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	<p>2,3,5,8</p>
<p>Small group tuition through using school-based tutoring intervention (25% school top up)</p>	<p><i>School-led tutoring guidance (publishing.service.gov.uk)</i></p> <p><i>EEF toolkit</i></p>	<p>2,3,5,8</p>

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

Budgeted cost: £15,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Local Authority attendance team working with school providing both support and challenge to families</p> <p>All families who are below 90% attendance without an authorised reason are issued with penalty notices.</p> <p>SLT on gate to challenge punctuality</p> <p>Home visits to any PA child when there is not a valid reason.</p> <p>Attendance initiatives within school</p> <p>Employment of Family Support Worker to work with hard to reach families</p> <p>Introduction of National Breakfast programme</p>	<p><i>EEF Toolkit – Attendance interventions</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p>	<p>1</p>
<p>Deployment of Pastoral team in school to ensure that children’s basic needs are met, and children are ready to learn.</p>	<p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p> <p><i>EEF – Teaching and Learning toolkit – Mentoring</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	<p>4, 5</p>
<p>Funding for school uniform, food and resources so that no children is</p>	<p><i>EEF – Teaching and Learning toolkit – School Uniform</i></p>	<p>Funding for school uniform, food and resources so that no children is</p>

<p>disadvantaged in school.</p> <p>School uniform funding</p> <p>National Breakfast funding</p> <p>Emergency food poverty fund</p>	<p><i>COVID-19 series: briefing on early years, November 2020 – wider impact on safeguarding and family welfare/disadvantage</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p>	<p>disadvantaged in school.</p> <p>School uniform funding</p> <p>National Breakfast funding</p> <p>Emergency food poverty fund</p>
<p>Enrichment activities provided to children i.e. trips, event days in school.</p> <p>Provision of afterschool clubs to offer a range of enrichment activities</p>	<p><i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i></p>	<p>4, 5, 7</p>
<p>Team Teach training on de-escalation to ensure all children can access learning.</p>	<p><i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i></p> <p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p>	<p>4, 5</p>

Total budgeted cost: £136,025

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 2022 to 2023 academic year.

<p>Attendance interventions have impacted positively on pupil attendance.</p> <p>During the pandemic additional devices were purchased so children could access home learning, food and pastoral support was provided to vulnerable families. These have continued to be utilised in school in 2022-23 to help children with their learning.</p> <p>Our pastoral team and safeguarding team supported children, all children received QFT and our support staff delivered interventions to allow children to be ready for their next steps in learning.</p>

Our assessment during 2022/2023 suggested that the performance of disadvantaged pupils was still below non-disadvantaged pupils, however, is beginning to increase slowly. This was primarily due to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by live lessons and high-quality online resources. We also provided learning packs and core texts to support learning at home.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be impacted in 2022-23, primarily due to COVID-19-related issues. The impact was particularly acute for SEND disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate (Friday Carousel, After School Clubs).
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes. We also looked at studies about the impact of the pandemic on disadvantaged pupils (DFE).

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.