

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School Name	Shirley Manor Primary Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	91 (52%)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Shameem Hussain (CEO)
Pupil premium lead	Lucy Bailey (Head of School)
Governor / Trustee lead	Mrs Fiona Pether

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,050
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£140,050

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. Our Pupil Premium strategy will focus on supporting disadvantaged pupils to make progress in-line with their peers. We will consider the challenges they face and barriers to learning and support their needs regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery as result of lost learning due to the pandemic.

Our ultimate objectives are as follows:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils within the school.
- To 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.
- To ensure disadvantaged pupils are suitably challenged.
- Act early to intervene at the point need is identified.

In order to achieve our objectives, we will do the following:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including small group work and 1:1 tuition including tuition through the National Tutoring Programme.
- Use funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.
- Provide wider opportunities for all pupils including in sport and music.
- Provide appropriate nurture support to enable them to access learning.
- Provide support to ensure they attend school daily and on time and are not missing any learning

## Challenges

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

Challenge number	Detail of challenge
1	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.
2	In most year groups, children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English.
3	Significant levels of special educational needs and low ability of many of our PP pupils
4	Lack of rich experiences outside of school for some children are limiting their prior knowledge to access the curriculum including a poorer level of vocabulary knowledge and contextual knowledge for reading.
5	Following the pandemic, we have seen an increase in the number of pupils requiring additional social and emotional support and an increased need to develop self-regulation strategies to support their learning.
6	For some children eligible for Pupil Premium funding, attendance is, on some occasions, not in-line with the attendance of their peers. <i>Attendance PP eligible –91%</i> <i>Attendance not PP eligible – 93%</i>
7	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.

## 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
<p>To ensure disadvantaged pupils will make accelerated progress through quality first teaching narrowing the gap in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Teachers assess accurately and plan appropriate tasks for all pupils in their class to complete independently – so they can make accelerated progress.</li> <li>• Lessons will be adapted to ensure children’s individual needs are targeted.</li> <li>• Data drops (including baseline) for each pupil are accurate and, over time, show good progress.</li> <li>• PP pupils achieve at least the national attainment scores at the end of KS2.</li> <li>• National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics.</li> </ul>
<p>To use targeted academic support to narrow the gap in R, W and M for those eligible for Pupil Premium Funding through the use of QFT and small group intervention.</p>	<ul style="list-style-type: none"> <li>• Assessment used to identify areas to focus on.</li> <li>• Specific interventions linked to individual children’s needs will be used consistently across the school in order that children can access appropriate support (Read, Write Inc)</li> <li>• IEP targets are ‘SMART’ and tracked on Edukey and, over time, achieved consistently.</li> <li>• PP pupils achieve at least the national progress scores at the end of KS2</li> <li>• National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics</li> </ul>

<p>To provide rich experiences, enhanced cultural capital for Pupil Premium Funding whilst also impacting on reading and writing results</p>	<ul style="list-style-type: none"> <li>• Teachers and subject leaders plan to promote future opportunities across the curriculum to ensure that our wider curriculum offer reflects the background and diversity of our community and also provides children with the cultural capital they need to succeed in life.</li> <li>• A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom, which will increase their knowledge required to access the planned curriculum.</li> <li>• Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils with an increase participation of PP children.</li> <li>• Pupil surveys evidence the impact of these wider opportunities and a responsive approach is taken to the outcome of the surveys to enhance the provision where needed.</li> <li>• Reading and writing data evidences the impact of the opportunities provided including use of vocabulary.</li> </ul>
<p>To support our disadvantaged children to ensure they are emotionally ready to learn and equip them with self-regulation strategies to enable them to make rapid progress throughout the curriculum.</p>	<ul style="list-style-type: none"> <li>• CPOMS data shows a downward trend in behaviour incidents across the year for PP children.</li> <li>• Children, parents and staff surveys evidence positive behaviour attitudes across the school.</li> <li>• End of year data evidences that the gap is closing and end of key stage data is at least in-line with national averages.</li> </ul>
<p>To improve the attendance of children eligible for Pupil Premium funding where this has dropped below 95%</p>	<ul style="list-style-type: none"> <li>• Share information about the importance of good attendance at the start of the year and continually</li> <li>• Clear pathway for contacting parents immediately where attendance drops below 95%.</li> <li>• Attendance will be monitored monthly and more regularly for targeted pupils/families.</li> </ul>

	<ul style="list-style-type: none"> <li>• Further work with families ( access support through LA Educational Welfare team) about 'attendance missed'.</li> </ul>
PP parents will engage more positively with the school and will be better at supporting their children at home with their learning.	<ul style="list-style-type: none"> <li>• Students are supported (reading records completed, online homework etc.).</li> <li>• Parent survey shows confidence in support from the academy.</li> <li>• Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</li> </ul>

## 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: £66,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for teachers to support PP children to make accelerated progress. (Links the with Academy Improvement Plan focus on English and Maths):</p> <ul style="list-style-type: none"> <li>• <i>Read Write Inc training</i></li> <li>• <i>ECF training</i></li> <li>• <i>Training from Subjects</i></li> </ul>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils. Teachers should develop a</p>	1,2,3

<p><i>Leads from across the Trust</i></p>	<p>repertoire of these strategies they can use flexibly in response to the needs of all pupils: — flexible grouping;  — cognitive and metacognitive strategies;  — explicit instruction;  — using technology to support pupils with SEND; and — scaffolding.</p> <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEWS_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEWS_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	
<p>RWInc Phonics teaching in EYFS/KS1(KS2 pupils fallen behind or who are new arrivals) in smaller groups and streamed across the school.</p> <p>Leader monitoring delivery of programme and supporting individual staff.</p> <p>Additional phonics catch up for pupils who have fallen behind.</p> <p>Reading Plus for Year 6 and Year 5 (summer term)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading , particularly for disadvantaged pupils.</p> <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2 and 3</p>
<p>Language development training (WELCOM)</p>	<p>There is a strong evidence base that suggests oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus</p>	<p>1</p>

for EYFS staff, with a focus on SEND	<p>on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><b>SUPPORTING EVIDENCE:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
Strategic deployment of trained TAs to ensure priority pupils are supported in class	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p><b>SUPPORTING EVIDENCE:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5

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

Budgeted cost: £32,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 1:1 and small group work tuition to support rapid catch-up for PP children	<p>The Academy will continue to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum</p>	1,2,3,4



	<p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
Implement a language programme for EYFS staff.	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2
Deployment of Family Mentor to organise Parent Workshops to demonstrate key learning strategies that can be practised and supported at home.	<p><b>EEF Toolkit:</b> Parental Engagement, Phonics, Reading Comprehension Strategies, Collaborative Learning Strategies, Homework</p> <p><b>EEF Guidance Reports:</b> Working with Parents to Support Children's Learning,</p>	1,2,3,7

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

Budgeted cost: £ 68,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips, visits and clubs) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been</p>	2,3 ,4

	<p>linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> <li>• Breakfast club provision</li> <li>• sensory circuit</li> <li>• Pastoral support around behaviour and social/emotional support from pastoral team</li> <li>• Behaviour treat/reward</li> <li>• Lunchtime support by Pastoral team</li> <li>• Social and Emotional intervention groups</li> <li>• Access to sensory room and adult support</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><b>SUPPORTING EVIDENCE:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>3, 5,6</p>

<p>Deployment of a Pastoral Manager to analyse Boxall profile information, provide nurture sessions and CPD for staff</p>	<p>EEF toolkit: Behaviour Interventions, Mentoring, Parental Engagement, Arts Participation, Collaborative Learning Approaches, Individualised Instruction, Mentoring, Metacognition and self-regulation, One to One tuition, Social and Emotional Learning,</p> <p>EEF Guidance reports: Improving Behaviour in Schools, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Special Educational Needs in Mainstream Schools, Working with Parents to Support Children’s Learning, Improving Social and Emotional Learning in Primary Schools</p>	
<p>Funding of Breakfast Clubs, Milk in Ks1 and uniform</p>	<p>Research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><b>SUPPORTING EVIDENCE:</b>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a></p>	<p>5,6</p>
<p>Continued tracking, monitoring and intervention for attendance of PP children through the deployment of the Family mento/Attendance Officer using the following strategies:</p> <ul style="list-style-type: none"> <li>• Attendance to be on the agenda at Parents’ Evenings</li> <li>• Weekly monitoring by SLT</li> <li>• First day calls</li> <li>• Home visits</li> <li>• Penalty fines for extended holidays</li> <li>• Referrals to EWO for pupils at risk of becoming ‘Persistent Absentees’</li> <li>• Attendance treats/ weekly attendance rewards</li> </ul>	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><b>SUPPORTING EVIDENCE:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>6</p>

<ul style="list-style-type: none"> <li>• Work closely with attendance officer from partner school</li> </ul>		
<p>Implementation of My Happy Mind (Mental health and well being program created by NHS)</p>	<p>EEF toolkit: Behaviour Interventions, Collaborative Learning Approaches, Metacognition and self-regulation, Outdoor Adventure Learning, Social and Emotional Learning, EEF Guidance reports: Improving Social and Emotional Learning in Primary Schools, Improving Behaviour in Schools,</p>	<p>5,6</p>

**Total budgeted cost: £ 67,105**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2023-24

#### Outcomes for disadvantaged pupils

The 2023/24 Pupil Premium offer was used to ensure any barriers that had been identified was addressed through support so that PP children were not disadvantaged and were able to reach their full potential.

In year 1, 86% of Pupil premium children passed the Year 1 Phonics screening check. This was above the 71% which was achieved by the cohort overall.

Funding was used to ensure our Pupil Premium children were able to access all educational visits and experiences, building cultural capital and supporting academic and social progress.

We continued to enhance our nurture support and wellbeing provision through the support of our pastoral team

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TWINKL Phonics	Twinkl