

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the current 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	Shirland Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Louise Vessey
Pupil premium lead	Louise Vessey
Governor / Trustee lead	Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,914
Recovery premium funding allocation this academic year	0 (no longer applicable)
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	£95,914

Part A: Pupil premium strategy plan

Statement of intent

At Shirland Primary School we are committed to our school vision and our intention is to provide a rich and inclusive teaching and learning environment where no child is left behind socially or academically because of disadvantage. We strive to support wellbeing, raise lifelong aspirations and focus on removing barriers to learning.

It is our intent that pupils will be provided with a first class education, where every pupil is supported as an individual, with bespoke packages of support available when needed. It is our intent to provide equality of opportunity for all pupils by promoting tolerance and respect for individual differences, abilities, needs and beliefs. The Pupil Premium funding ensures that all pupils, despite any “disadvantage” will be given the same experiences and opportunities as their peers.

Our Pupil Premium Strategy aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We strongly believe that high quality teaching and learning experiences are the best way to raise standards for all students, with a focus on areas in which disadvantaged pupils require the most support such as reading and language comprehension and mathematical fluency. We invest in human resources to enable instructional coaching of all our teachers/staff as 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 three year strategy, reviewed annually, is also integral to wider school plans for education recovery especially for pupils whose education has been worst affected, including non-disadvantaged pupils. Alongside academic rigor, we also actively monitor the wellbeing of pupils to ensure they are able to access a rich and broad curriculum.

Our approach is rooted in robust diagnostic assessment and evidence-based research, and 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:

- 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

Our context:

Shirland is an average size primary school. It is situated in a rural location with a housing mix of owner occupied, privately rented and council rented properties. There are several small council estates in the locality. The school serves an ex-mining community, however

unemployment in the area is higher than both county and national figures, with many families needing support financially. The school location deprivation indicator is in quintile 5, the most deprived of all schools.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of range of research, such as the Education Endowment Foundation, The Sutton Trust and John Hattie's evidence-based research. Where wellbeing is concerned, we have used the Evidence Based Practice Unit (EBPU) which is a child and youth mental health research and innovation unit based at University College London (UCL) Faculty of Brain Sciences. EBPU bridges cutting-edge research and innovative practice in children's mental health. Common barriers to learning for our disadvantaged children can be;

- Less support at home
- Weak language and communication skills
- Lack of confidence
- Lack of resilience
- Poor attendance

There may also be complex family situations that prevent a child from flourishing. The challenges are varied and there is no, "one size fits all";

Our ultimate objectives are:

- to remove barriers to learning created by poverty, family circumstances and background.
- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils both within school and Nationally
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- to ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- to develop confidence in their ability to communicate effectively in a wide range of contexts
- to enable pupils to look after their social and emotional wellbeing and to develop resilience
- to access a wide range of opportunities to develop their knowledge and understanding of the world

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed

through high quality, evidence-based interventions led by appropriately trained staff

- ensuring that all vulnerable learners are ready to learn through access to breakfast club, equipment, uniform provision and a homework club
- close monitoring of attendance and support to increase the attendance of vulnerable learners
- ensuring that all vulnerable learners have access to high quality pastoral and mental health support

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate 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.

Achieving these objectives

The range of provisions at Shirland Primary include (but are not limited to);

- frequent monitoring and intervention of progress and needs from OTrack, internal subject leaders and external professional guidance e.g. reading deep dive conducted by educational consultants
- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching guidance e.g. Metacognition training and support from Derby Research School, Autism advocate training, Dyslexia friendly environments
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- provide opportunities for all pupils to participate in enrichment activities including sport, music, art and for example, forest school
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- English and Maths support which includes classroom support and small group withdrawal
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources
- providing access to a wellbeing and learning mentor

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Expenditure is reviewed, planned and implemented by academic year as shown within this plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>On average, lower attainment and slower progress rates are made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children who have poor language skills, despite the pandemic being some time ago. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary, along with a lack of emotional resilience.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have breadth of vocabulary, knowledge and skills.</p> <p>Many of our disadvantaged pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc.).</p> <p>Such poor language skills, including speech and language difficulties and a lack of exposure to a wide range of vocabulary consequently impacts upon their ability to comprehend text and they later struggle with higher-order skills such as inference and identifying viewpoints.</p> <p>Disadvantage pupils are less likely to travel on trips where there is a cost implication, purchase optional materials, have a variety of reading books at home or be in a position to buy specialist equipment. As a result, they are less likely to take part in optional enrichment opportunities. Community opportunities and developing capital culture is at the heart of this work. At times resources may also be put in place to develop and encourage pupil engagement.</p> <p>Assessments, observations, and discussions with pupils 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.</p> <p>25% of our disadvantaged children also have SEND/learning difficulties (IDSR 2024)</p>
2	<p>Reading</p> <p>Assessments suggest disadvantaged pupils generally have greater difficulties with reading and language comprehension than their peers. This negatively</p>

	<p>impacts their development as readers. The effect of the pandemic has resulted in the gap widening between the disadvantaged pupils and their peers across the school. This affects our current Year 4 5 and 6 children (2024).</p> <p>Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.</p>
3	<p>Maths</p> <p>Overall progress of PP is lower than that of Non PP. This is more significant in Years 4, 5 and 6 (2024)</p> <p>Assessments indicate that attainment in mathematics among our disadvantaged pupils is below that of non-disadvantaged pupils. The effect of the pandemic has resulted in significant knowledge gaps.</p> <p>National studies support our own findings that disadvantaged pupils were impacted by partial closures to a greater extent than their peers during the pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Wellbeing</p> <p>Internal wellbeing surveys, observations and discussions with pupils and their families have identified social and emotional issues for many of our pupils and the impact of Covid magnified many of their concerns. We strive to pay particular attention to the impact of significant disruption to schooling since Covid, including lack of “team” or “group” identity and familiar routines.</p> <p>We work hard to ensure good attendance as for some pupils this is a major barrier to achievement. We aim to be vigilant around safeguarding due to increased risks, and ensure that the social, emotional and mental health of those in our care is addressed and does not impact upon their academic attainment.</p>
5	<p>Metacognition</p> <p>Some pupils in receipt of PP funding show weakness in learning behaviours. These pupils often have low aspirations and lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack the self-motivation and confidence to improve.</p> <p>Academic confidence and resilience are challenges faced by such disadvantaged pupils who may also have limited experience of success coupled with limited life experiences beyond their home and immediate community.</p>

Intended outcomes

Intended outcome	Success criteria
<ul style="list-style-type: none"> • To improved oral language skills and vocabulary among disadvantaged pupils. • Targeted CPD to allow delivery of language strategies and interventions e.g. Nussy. • Lessons show vocabulary is being specifically taught • To raise standards in the provision of EYFS, both within the setting and the new curriculum. This enhanced provision will enable better pupil engagement. Play will be modelled and vocabulary increased. • systematic synthetic phonics is embedded, thus helping to tackle weaknesses in early speech, language, reading and phonics. • The language deficit for “word poor” pupils in receipt of pupil premium funding diminishes. • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum. 	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement lessons, book scrutiny, pupil voice and ongoing formative assessment. • Data will show a significant increase in the number of disadvantaged pupils who pass the phonics screening check in Year 1. • Assessment records and Tapestry entries show pupil progress increases. GLD to be in line with or above National expectations. • All pupils are exposed to rich vocabulary throughout the curriculum. • Targeted pupils receive additional speech and language therapy and intervention. • Parents are engaged in the development of their child’s speech and language and use our new knowledge organisers to aid this. Book and Biscuit and other parent sessions show a good level of parent engagement. • Pupil voice shows increased confidence and enjoyment in lessons. • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading in school, incl a library service. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
<ul style="list-style-type: none"> • Improved reading attainment among disadvantaged pupils, allowing the gap in reading attainment to diminish. • To address the gap in progress and attainment for all pupils in reading 	<ul style="list-style-type: none"> • Long term - KS2 reading outcomes show that there is a steady increase in the number of disadvantage pupils who meet or exceed ARE. • Staff will adopt and deliver a coherent and consistent approach to

<p>following the impact of school closures.</p> <ul style="list-style-type: none"> • Reading skills will be explicitly taught through a consistent structure of guided reading and English lessons. • To promote a reading culture throughout the school community that ensures all pupils read regularly and develop a love of books. • Develop the reading section on the website to allow for more parental engagement. • Provision maps used in reading to identify support and extension for children of all abilities. These are used by all teachers and will provide a focus at pupil progress meetings. 	<p>guided reading sessions follow CPD INSET training.</p> <ul style="list-style-type: none"> • Pupil voice and learning walks will show that a “love for reading” culture is growing. • Our school website will have an improved and informative reading section. • Provision maps will highlight disadvantaged pupils who are not making expected progress and interventions will be in place for these pupils.
<ul style="list-style-type: none"> • Improved maths attainment among disadvantaged pupils. • To further develop a creative and coherent curriculum where maths has a key focus. • The gap in maths attainment is narrowed in the progress and attainment of PP and non-PP children. • CPD opportunities are maximised by all staff and mastery learning takes place in all classes. 	<ul style="list-style-type: none"> • Long term - KS2 reading outcomes in 2024/25 show that there is a significant increase in the number of disadvantage pupils who meet or exceed ARE. • This academic year - A higher percentage of pupils will achieve ARE and GDS in KS1 and KS2 assessments. • Maths lead coordinates and implements the training and delivery of mastery learning. Data scrutiny and close monitoring shows that pupils’ progress is improving as a result.
<ul style="list-style-type: none"> • Rigorous tracking systems are used to identify the need and nature of early intervention strategies. • Key staff trained in significant areas of SEND, as 25% of PP are also SEND 	<ul style="list-style-type: none"> • Pupils achieve outcomes in-line with, or above, national average by the end of KS2. Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catch up’ or exceed prior attainment standards. • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Increased engagement with the Accelerated Reading programme. Disadvantaged pupils will make good progress from their starting points.

<ul style="list-style-type: none"> • To achieve and sustain improved wellbeing for all pupils in our school, particularly the disadvantaged. • To ensuring attendance of disadvantaged pupils is at least 96%. The school has a challenging and aspirational attendance target and is committed achieving this. • Any vulnerable pupils who need increased confidence in learning/readiness to learn will be targeted. • Annual pupil wellbeing surveys will be conducted and any areas of concern that are raised will be addressed. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from teacher observations, pupil voice, pupil and staff wellbeing surveys and parent questionnaire • sustained low levels of bullying behaviour throughout school • increased role of school council to bring forward pupil ideas, suggestions and ways to improve school life • interventions will demonstrate impact on pupil mental health and wellbeing e.g. Boxall Profile results
<ul style="list-style-type: none"> • In house staff training on reshaping the curriculum and improving subject knowledge • a breadth of experiences enabling them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum • All children have access to appropriate technology at home. 	<ul style="list-style-type: none"> • The curriculum will provide pupils with an exciting and varied curriculum. Disadvantaged pupils will show greater engagement. Our curriculum will have innovative and creative lessons where pupils feel involved with their learning and able to fully engage, reflect and evaluate their work. • Teachers and support staff will plan a wide range of visits, special events and experiences to inspire and enhance learning and make it memorable. Pupil voice, including the disadvantaged, will be involved in choosing these motivational activities. • The Cultural Capital of all pupils and especially the disadvantaged will be developed. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
<ul style="list-style-type: none"> • Improved academic confidence and resilience. • All pupils will have good self-organisation skills, resilience and determination. They will be able to work more independently and with confidence. • Our embedded school rules – 	<ul style="list-style-type: none"> • Lesson observations and pupil voice will show that pupils are increasingly confident when faced with challenges and can access strategies to foster resilience and that their metacognitive awareness is helping them to succeed. • Children know and understand the meaning of our 5 B's, Learning Pit and Resilience.

<p>Safe Ready and Respectful are known, understood and acted upon by all pupils.</p> <p>Teachers teach and model these behaviours.</p>	<ul style="list-style-type: none"> • Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Monitoring tasks, such as learning walks and discussions with children, show that pupils have age-appropriate self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. Forest School, Arts Award sessions and the WOW curriculum are used effectively to develop these learning behaviours.
<ul style="list-style-type: none"> • Pupil premium learners are punctual, equipped and ready to learn. • Homework club, will be offered during lunchtime to children who need support so that they can use the internet and devices that are available in school. Disadvantaged pupils will use this club to complete their homework. • Book club to be offered twice a week for children to have a 'quiet and safe' place to read. 	<ul style="list-style-type: none"> • Disadvantaged pupils will take part in all trips and have the uniform to do so. • Disadvantaged pupils will have access to high quality teaching materials. • Disadvantaged pupils will have access to IT equipment in line with their peers. • All children in KS2 have access to Accelerated Reading and TT Rockstars at home and school.
<p>Pupil Premium will continue to have had an impact upon progress of the most vulnerable, including those children who missed education during the initial lockdown, subsequent self-isolation and bubble closures due to Covid.</p>	<ul style="list-style-type: none"> • Quality first teaching will be taking place across the school, this will be moderated by the SLT and supported by SEND leads. • Progress of disadvantaged pupils is in line with or may exceed national expectations. • Data will be analysed and progress monitored by leaders. • Where progress is not in line with expectations, interventions will be targeted, and impact evaluated. • Support staff and class teachers support learning effectively using strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and

	with reference to previous key stage data.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent approach to teaching methods across all phonics groups where resources are effectively utilised to structure these sessions and secure stronger phonics teaching for all pupils.	Evidence from Education Endowment Foundation – EYFS Teaching and Learning Toolkit: Early literacy approaches= +4 months Phonics = +5 months	1,2
Additional phonics-based reading books to resource the teaching of phonics at each level.	John Hattie, Visible Learning - Comprehensive instructional programmes for teachers reports an effect size of 0.72 (average effect size is 0.40) Evidence from Education Endowment Foundation – EYFS Teaching and Learning Toolkit: Communication and language approaches = +6 months Parental Engagement = +4 months Communication and language approaches = +6 months.	1,2
CPD with help from C Brierley for EYFS staff. EYFS leader to access quality CPD and feed throughout the EYFS department. Staff to lead phonics meetings and information evening to share the importance of early reading with parents and carers. Staff modelling and children using tier 2 vocabulary.		1
Continue subscription to First News to encourage reading for pleasure and develop opportunities for capital culture. Raise the profile of reading, e.g. designated story time, reader leaders, Lunchtime book club and making greater use of the library.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition = +7 months. The Index of Multiple Deprivation is amongst the bottom 20%. Many of our pupils do not have access to activities which promote cultural capital. Evidence suggests that reading for pleasure is an activity that has emotional and social consequences	1,2,5

Creating a stronger reading culture/reading at every opportunity.	<p>(Clark and Rumbold, 2006). Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006)</p> <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p>	
<p>Further develop our new Guided Reading structures.</p> <p>Staff training on reading comprehension strategies and skilled reader strands.</p> <p>Develop a Quality Text Spine for Guided Reading and Curriculum Topics that is supportive and inspiring.</p> <p>In house training on reshaping the curriculum, cluster support and research from Mary Wyatt.</p> <p>All staff are given release time to lead effectively.</p> <p>Additional INSET day to scrutinise curriculum and plan reading materials.</p>	<p>High quality CPD is essential to follow EEF principles.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Guide to the Pupil Premium</p>	1,2
Introduce Accelerated Reading programme to all Year 2 pupils.	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery Learning = +5 months.</p> <p>John Hattie, Visible Learning, Repeated reading programmes report an effect size of 0.75 (average effect size is 0.40).</p>	2
<p>Provision mapping for all children of all abilities to ensure every possible opportunity is used to develop progress in reading.</p> <p>TAs to provide 1:1 support for disadvantaged pupils.</p>	<p>Evidence and data scrutiny from Pupil Progress discussions with SLT and subject leaders, will allow tuition to be targeted at specific needs and knowledge gaps to support low attaining pupils or those who are falling behind.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p>	2, 5

Assess extraneous conditions/load on children's learning.	One-to-One Instruction = +5 months. Small Group Tuition = + 4 months.	
<p>Embedding and impact measures of the maths mastery approach.</p> <p>Engagement in CPD including the Maths Hub.</p> <p>Subscription to TT Rockstars.</p> <p>Subscription to White Rose and access to standardised assessments.</p> <p>Training by Maths Leader to ensure programmes are used effectively to inform pupil progress.</p> <p>Further research into to enhancing maths fluency in KS1 by Maths lead.</p> <p>Focus on subitising.</p>	<p>John Hattie, Visible Learning, For those with learning needs numeracy programmes report an effect size of 0.77 (average effect size is 0.40). Numeracy is a key determiner for academic success and financial competency in adult life.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Maths guidance KS1 And 2. Pdf (publishing.service.gov.uk)</p>	3
<p>Knowledge of metacognition, forgetting curves, cognitive overload and spaced retrieval will be used as a basis for classroom planning and practice; engaging all pupils and developing their ability to commit learning to their long term memory.</p> <p>Embedding the 5B's to allow children to have constructive dialogue with their peers and provide the opportunity to develop peer tutoring.</p> <p>Develop and implement the use of knowledge organisers so that they are used regularly and with a clear purpose (e.g. to contain tier 2 and 3 vocabulary, build capital culture and be a central resource for learning) enabling the children to remember more long term.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Metacognition = +7 months.</p> <p>Peer Tutoring = +5 months.</p> <p>As well as developing resilience, studies have identified benefits for both tutor and tutee, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low attaining and those with special educational needs make the biggest gains. (EEF)</p> <p>Metacognition and Self-Regulated Learning - A School Audit (EEF)</p> <p>Putting Evidence To Work (EEF)</p> <p>For Levels of Metacognitive Learner (Perkins 1992)</p> <p>Metacognition and Self-Regulated Learning – Guidance Report (EEF)</p> <p>Strategies for increasing pupils' resilience, resourcefulness and productivity (Focus Education)</p> <p>"If working memory is overloaded, there is a greater risk that the</p>	5

	content being taught will not be understood by the learner, will be misinterpreted or confused, will not be effectively encoded in long-term memory, and that learning will be slowed down.” Cognitive load theory: Research that teachers really need to understand AUGUST 2017 Centre for Education Statistics and Evaluation NSW GOV AU	
Deliver EYFS topics with a fluidity of child-led learning and use an improved planning tool to facilitate better continuity.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Play-based learning = + 5 months	1,2,3,4,5
Whole school focus to embed Assessment and Feedback, including time invested in SLT monitoring and evaluating including pupil voice.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Feedback = +6 months.	1,2,3
Role of Pupil Premium Lead. The teacher in charge of SEND and the PP Leads will work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium : A Tiered Approach to Spending Staff who feel skilled and confident leading an intervention will see better progress from the children. John Hattie, Visible Learning - Comprehensive instructional programmes for teachers reports an effect size of 0.72 (average effect size is 0.40)	ALL

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

Budgeted cost: £20,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional afternoon phonics boost time for fixed period, including phonics café.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Phonics = +5 months	1

	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks (particularly with disadvantaged pupils) EEF	
<p>Targeted interventions:</p> <p>Nessy</p> <p>Squiggle while you wriggle</p> <p>Squiggle me into a writer</p> <p>Dough Disco</p> <p>Dyslexia intervention programme</p> <p>Phonics café</p> <p>Purchase resources, fund ongoing staff training and release time to deliver quality interventions.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Individualised Instruction = +4 months.</p> <p>One-to-One Instruction = +5 months.</p> <p>Metacognition and Self-Regulation = +7 months.</p> <p>Teaching Assistant Supervision = +4 months</p> <p>Small Group Tuition = + 4 months.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions have a high impact on attainment, social skills and wellbeing (e.g. NELI which targets 4-5 year olds in need of support).</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/the-reception-year-early-language-programme-neli</p>	1,2
<p>Additional language support and interventions</p> <p>Train staff in supporting EAL</p>	<p>John Hattie Visible Learning, Appropriately Challenging Goals has an effect size of 0.59 (average effect size is 0.4)</p> <p>OTrack scrutiny allows trends to be investigated, as well as individuals who are not making expected progress to be identified.</p> <p>Regular data review.</p> <p>New to country children identifying as PP need additional EAL support</p> <p>Teacher assessment of gaps in key vocabulary and prior learning.</p>	1,2,5
<p>Use tracking and assessments to identify pupils who need targeted maths intervention</p> <p>Support from target setting tracking systems</p>	<p>Subject Leaders and PP Lead liaise to help signpost needs for targeted intervention.</p> <p>FFT new system adopted</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>One-to-One Instruction = +5 months.</p> <p>Small Group Tuition = + 4 months.</p>	3
Catch up teaching in Y1-6	Internal data measuring attainment of pupils, especially pupil premium children.	1,2,3

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

Budgeted cost: £18, 529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and wellbeing support. Appoint an attendance and family support worker	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium : A Tiered Approach to Spending Improved attendance impacts upon achievement - Working together to improve school attendance (Gov)</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p>Research by Attendance Works organisation www.attendanceworks.org</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = +4 months.</p>	4
Individual and group Wellbeing Sessions Staff training in Positive Play techniques to compliment Nurture Group	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = +4 months Social and Emotional learning = +4 months.</p> <p>Feedback from our in-house Wellbeing Survey highlights areas of concern and individuals who need support.</p> <p>John Hattie, Visible Learning – Behavioural Interventions reports an effect size of 0.62 (0.4 being average effect size).</p> <p>“Promoting children and young people’s health and wellbeing” Public Health England 2021</p>	4

<p>Provide resources to disadvantaged pupils e.g.</p> <ul style="list-style-type: none"> • Uniform • Equipment (SATs revision books) • Residential trip and visits fees • Breakfast club fees 	<p>Removing potential barriers to participation increases attendance.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium :</p> <p>A Tiered Approach to Spending</p> <p>John Hattie, Visible Learning – Study skills reports an effect size of 0.46 (0.4 being average effect size).</p> <p>The Index of Multiple Deprivation is amongst the bottom 20%. Many of our pupils do not have access to resources at home.</p>	1,2,3 and 4
<p>All cover for CPD and absenteeism is largely covered by staff already employed by Shirland Primary.</p>	<p>John Hattie, Visible Learning – Effect size of teacher credibility of 0.9 (0.4 being average effect size).</p>	1,2,3
<p>Extension of Learning Mentor's role.</p> <p>Establish a nurture group.</p> <p>Reader leaders initiative</p>	<p>"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts with pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Mentoring = +2 months</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning pdf (educationendowmentfoundation.org.uk)</p> <p>Pupil voice requested the return of peer listeners which stopped due to Covid restrictions.</p>	4
<p>Opportunities to provide a broader curriculum -</p> <p>Arts Award</p> <p>Forest Schools</p> <p>BERT award</p> <p>Music award</p>	<p>Arts participation approaches can have a positive impact on academic success, attitudes to learning and increased wellbeing.</p> <p>Enhanced curriculum for Music and PSHE/RSE</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Arts Participation = +3 months</p>	1,4,5

Total budgeted cost: £109,443

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

End of year results for PP children (2024);
EYFS 50% of PP children achieved GLD
Year 1 Phonics 50% of PP children achieved the standard
Year 2 Phonics Resit 100% of PP children achieved the standard score
Year 2 Reading 100% of PP ARE+, Writing 100% PP ARE+, Maths 0% PP ARE+
Year 6 Reading 60% of PP ARE+, writing 60% PP ARE+, Maths 80% PP ARE+, Grammar 60% PP ARE+, Combined 40% PP ARE+

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Accelerated Reading	Renaissance Learning
Nessy	Nessy Learning
Phonics Cafe	Phonics trained staff
Phonics based reading books	Various sources
First News	Sarah and Steve Thomson

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A