



Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Shafton Primary Academy
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	July/September 2023
Statement authorised by	Jo-Anne Charalambous
Pupil premium lead	Danielle Tallant
Governor / Trustee lead	Craig Nicholson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86, 214



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,214
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Mission Statement

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our [mission, vision and core values](#). **ALL** pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education.

Objectives:

- To close the attainment gap between our disadvantaged pupils and their peers
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally is narrower
- Ensure disadvantaged pupils have access to great teaching
- Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2021-22
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day

In order to achieve the above objectives, the school uses a number of proven, evidence based strategies to support our disadvantaged pupils detailed in this plan. These strategies not only support academic progress, attainment and recovery but also social and emotional programmes and strategies to support pupils and their families.

Key Principles

- Every child has the right to succeed academically and be supported socially and emotionally at all times
- Great teaching is the key to improve outcomes for disadvantaged pupils
- Support is not just available to disadvantaged pupils who are low attainers
- The school will use strong, evidence based strategies proven to have the best impact on improving outcomes for disadvantaged pupils



- The school is deeply committed to giving the disadvantaged pupils at our school as many curricular and extra-curricular experiences as possible

Challenges

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

Challenge number	Detail of challenge
1	High Levels of SEMH support for our pupils.
2	Ensuring that disadvantaged pupils attend school in line with their peers.
3	School readiness and low levels of attainment on entry.
4	Lack of online engagement during lockdowns and the need for recovery.
5	Historically low levels of aspiration and experiences beyond the area pupils live.

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
To close the gap for disadvantaged pupils and ensure they have the very best academic offer to aid progress and recovery.	<ul style="list-style-type: none">• Attainment data in school will show that the gap is narrowing for disadvantaged pupils compared to their peers• The gap in school will be narrower than the gap for disadvantaged pupils nationally• Progress data will show that the disadvantaged pupils make strong progress in school that is at least in line with disadvantaged pupils nationally
To ensure disadvantaged pupils have access to excellent teaching, all of the time.	<ul style="list-style-type: none">• Standards of teaching and learning will be at least good in all classes and evidenced in monitoring activities• Teachers will receive the support and CPD they need to ensure great teaching



To ensure that recovery programmes are prioritised for disadvantaged pupils and that they make good progress on catch up.	<ul style="list-style-type: none"> Results of baseline assessments will prioritise all recovery programmes in 2022-23 Reading recovery remains the school's overarching priority in 2022-23 Pupils will make at least good progress in lessons and interventions which are measured against a baseline starting point
To ensure disadvantaged pupils feel safe, well supported and happy at school.	<ul style="list-style-type: none"> Outcomes of pupil questionnaires and focused conversations are positive Feedback from parents is positive and they feel listened to and well supported by our Inclusion Team
To support families to enable children to attend school, be learning ready and make progress. To develop close working relationships with parents who struggle to get their children to school on time. To run a series of supportive events for parents which promotes positive parental engagement.	<ul style="list-style-type: none"> Daily and weekly monitoring of attendance and follow up actions across all year groups. Attendance rewards Support for vulnerable pupils – EHA, CIN and CP
To sustain the outstanding teaching of reading, including excellent phonics and early reading skills, instilling a love of books and literature, focusing on the lowest 15%	<ul style="list-style-type: none"> For all children to have a reading book which is sent home every day. All children have access to high quality phonics teaching every day to ensure gaps in reading are addressed. For all children to have access to high quality reading books within the classrooms and around school. All staff to be trained to ensure the phonics program is delivered effectively.

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading Daily reading to develop reading skills for disadvantaged priority readers within the school day. Children to take part in 'Book Club' at least once a week and very low attaining in reading are read with on a one to one basis.	<u>Reading Comprehension Strategies</u> <u>One to One Tuition</u>	2
Before School Planning Meetings TAs are employed extra hours in order to meet with the class teacher/phase to discuss the days learning and support for pupils.	Benefits -Improved T+L through effective communication on support. -TAs are employed extra hours in order to meet with the class teacher/phase to discuss the day's learning and support for pupils.	2
Specialist Maths and Literacy TAs Maths and literacy specialists delivering the recovery programme and curriculum in Years 5 and 6 due to these year groups having the largest number of PP in school.	<u>Mentoring</u>	2
AP Room Small group and 1:1 support. AP room is used to support children with small group interventions, such as social and emotion support, learning support or a calm space to regulate behaviour.	<u>Behaviour Interventions</u> <u>One to One Tuition</u> <u>Social and Emotion Interventions</u> <u>Small group tuition</u>	2
Curriculum Enrichment Enhance the curriculum and encourage talents through: Spanish and pathways curriculum.	<u>Aspiration Interventions</u>	5
Reading Scheme Purchases Renew and replenish reading books across school but especially in Early Reading and Phonics. Introduce Read Write Inc.	<u>Phonics</u>	2
Subscriptions Doodle Maths and English, Twinkl	<u>Impact of Remote Learning Tools</u>	2

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

Budgeted cost: £10,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programmes (In House) After school programmes for disadvantaged pupils. <ul style="list-style-type: none"> • Reading (priority area) • Maths • Literacy Using designated staff throughout the different year groups	Small Group Tuition	4
Fine Motor Skills-EYFS Additional support with writing skills.	Small Group Tuition	3
Phonics –EYFS/KS1 Consolidate phonics throughout EYFS and KS1 using phonics specialists in Y1 and Y2. Whole school staff trained to deliver phonics.	Small Group Tuition	3
Read, Write Inc -KS1 RWI supplementary books and resources. New books bought and added to the ORT and Floppy Phonics scheme. Children given reading books to read at home and in school.	Small Group Tuition	3
Phonics Intervention-KS1 Support for Y1 and Y2 pupils who have gaps in their phonics learning.	Small Group Tuition	3

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

Budgeted cost: £40,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy Attendance Officer -Monitoring attendance, rewards and home visits.	DfE Evidence Report	2
Academy Behaviour and Emotional Wellbeing Officer -Providing additional support for pupils with a range of needs – emotional, social, behavioural.	Behaviour Interventions	1



Targeted support for vulnerable pupils.	<u>Social and Emotional Learning</u>	
Behaviour and Attendance Rewards Improved behaviour and attendance via half termly and weekly rewards.	<u>Behaviour Interventions</u>	1

Total budgeted cost: £86,214

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This academic year we have had a high focus on closing the gaps for children since Covid-19. In order to close the gaps for children we have had a high focus on reading. We have used TA specialisms to support children in the best way possible across KS1 and KS2. Every child in school has had a book sent home with them every day and all Pupil Premium children are read with on a one to one basis twice a week, alongside book clubs. Class teachers have identified PP children who have significant gaps in their reading so that they have reading recovery interventions with a designated member of staff alongside the interventions the class teachers have implemented.

In KS1 children who did not pass the phonics screening test have been allocated to a phonics intervention to focus on the gaps in their phonics reading. In September 2021 we had only 33% of children in Y2 who passed the phonics screening, by June 2022 we had 91% of Y2 passing the phonics screening check, including 88% PP children. (8/9)

Reading recovery has been particularly strong across the whole school and phonics teaching and recovery has been exceptional. Attendance between PP children and the whole school is narrowing with 94.4% attendance for the whole school and 93.9 for pupil premium children.

2022 Data

Phonics Screening

88% of children passed the phonics screening. 10 out of 11 PP children passed.

KS1	PP Children (10)	Non PP Children
Reading	70%	81%
Writing	40%	64%



Maths	70%	70%
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KS2	PP Children (19)	Non PP Children
Reading	84%	85%
Writing	84%	85%
Maths	84%	85%