

Pupil premium strategy statement – Shaftesbury Primary School 2023/2024

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
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	23.27% (152 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023-2023/2024
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Geoff Hadlow (HT)
Pupil premium lead	Alma Begum
Governor / Trustee lead	Rohima Khatun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,593
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£236,593

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to make a positive difference to every child's life irrespective of their background or challenges they may face. We will support them to understand the world around them and give them the skills they need to fulfil their aspirations and live as confident, caring and integral members of society.

Leaders have constructed and evolved a mastery curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Our Pupil Premium strategy focus is to support disadvantaged pupils to achieve their full potential in attainment across all subject areas. Quality first teaching is at the forefront of our approach ensuring disadvantaged pupils are given support (work in teacher/adult focus groups daily) so they are able to access exceptional provision across all year groups. Quality first teaching has proven to have the greatest impact on diminishing the gap between learners.

In addition, to closing the gaps between learners, we are using The National Tutoring Programme for pupils whose education has been affected, including disadvantaged pupils. Interventions for our approach will be responsive from data analysis and pupil progress meetings. Each child will be looked at on an individual basis both on their academic learning needs and emotional learning need. Meetings involve participation from SLT, class teacher, SENDCO, family support worker, learning mentor and parents.

Our key principles are:

- Continue with our whole school approach with all staff knowing who our disadvantaged pupils are, taking responsibility for raising outcomes and achievement.
- Ensure all planning is accessible for our disadvantaged pupils, learning is pitched correctly and tool kits are provided where required.
- Through rigorous and frequent assessment, early intervention is identified, embedded and monitored.

We will continue to work in partnership with the community we serve through high parental involvement. We want to ensure all children including our most vulnerable and disadvantaged pupils have enrichment opportunities both in school and out of school. We have a varied selection of afterschool clubs available each half term and numerous educational visits in each year group – these experiences provide pupils the opportunity to understand British values.

Furthermore, our family support worker (FSW), is available every morning and after school to support parents and families to relevant resources, sign posting them to services available in the community. Through the various parental workshops provided such as: phonics, early reading, reading in KS2, online safety, coffee mornings and parental engagement in lessons such as maths cafe has enabled high parental involvement.

Challenges

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

Challenge number	Detail of challenge
1	High number of disadvantaged pupils are on our SEND register. To ensure our SEND pupils have equal access to our curriculum and provision as our non-SEND pupils.
2	To further improve school attendance of disadvantage pupils so it is comparative to non-disadvantage pupils. Our attendance data indicates that 6.4% of disadvantaged pupils have been 'persistently absent' compared to 3.2% of their peers during that period.
3	To provide our most vulnerable pupils and their families with access to high quality Early Help and support. (eg- with housing -pupils living in temporary, inadequate homes).
4	To target disadvantaged pupils in Year 6 to support them to achieve national standard plus in the KS2 SATs.
5	From assessments, observation and discussions we have found there are a high number of children with English as an additional language, due to a high number of mid-phase entry admissions (60+ this academic year) particularly in Year 2.
6	To enhance cultural capital by providing high quality educational visits, after school clubs and residential.

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	<ul style="list-style-type: none"> To provide CPD from specialists to support teacher's knowledge of SEND and how to support pupils of SEND. To provide support for teachers in the planning and delivery of learning for SEND pupils through quality first teaching. Monitoring of provision for children on the SEND register or about whom there has been an expression of concern, by in-class observations, looking at teachers' planning, delivery and learning goals. Coordinating additional provision for children with SEND, for example, targeted intervention. Liaising with subject leaders to ensure differentiated planning is suitable to access for children with SEND Liaising with external agencies for advice and referrals Liaising with LEA SEND officers to ensure all paperwork is correct and provide additional information regarding students when requested. Liaising with subject coordinators regarding learning goals, attainment, assessment and progress

	<ul style="list-style-type: none"> • Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning • Link with feeder and host schools for transition purposes. • To have more Parent workshops including those from specialists (speech and language therapist) so interventions and strategies can be followed up at home.
2	<p>Continue to support disadvantaged pupil's families in ensuring increased attendance and school readiness.</p> <ul style="list-style-type: none"> • Buy into the Borough's AMS SLA • Rigorous monitoring and analysis of these groups; • Weekly attendance reports analysed discussed in attendance meetings; • Rigorous monitoring and analysis of persistent absence for these children – SEN pupils / FSM pupils • Targeted AMS parent surgery /Coffee Morning • Targeted AMS / School HV • Parent support meetings held to set SMART targets.
3	<ul style="list-style-type: none"> • To sign post parents with external services within Newham. E.g. Triple P, Health, Housing related concerns. • To support families at key transition points and at admission activating Early Help when needed. • To support disadvantaged parents to learn key skills and in turn influence outcomes for pupils. • To support and increase the attendance of vulnerable families. • To make links with other schools and siblings' schools to support our families. • To tackle significant barriers to learning for disadvantaged pupils on some key issues including, housing issues, bereavement, social, emotional and mental health issues and behaviour issues. • To raise self-esteem in many FSM pupils and increase strategies for resilience. • To increase confidence of targeted pupils impacting upon attainment. • To attend and lead on TAF and TAC meetings, providing families with SMART targets. • Liaise with Multi-agency Networks to provide support for families for improved outcomes.
4	<ul style="list-style-type: none"> • To target disadvantaged/FSM Y6 lunch time booster sessions for pupils who need additional support in preparing for the SATs. • To have additional smaller set sizes to target disadvantaged pupils taught by experienced staff.
5	<ul style="list-style-type: none"> • To implement RWI resources and training across the school. • To streamline sets with an additional set in Y2/3 to close the gaps of learning. • To have RWI Groups running across the school.
6	<ul style="list-style-type: none"> • To ensure pupils have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum.

	<ul style="list-style-type: none"> To provide opportunities to spend time at a residential visit (FPH) To continue to provide high quality, non-academic and academic after school provision for pupils to enhance their cultural capital experiences.
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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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Provision	NASENCO training for SENDCO	1
Embedding reading for pleasure resources within the school to support reading at home as well as school.	Home - Ruth Miskin Literacy Updated reading areas to be placed across the school which can be accessed by all children. This will encourage children to do more reading and make it a special place to visit. Pupil voice in school has shown, pupils like to read books of interest.	1, 4, 5

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

Budgeted cost: £128,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,4,5
Speech & Language therapist employed to work with	Pupils who have had sessions with the S & L therapist have	1

children with speech and language issues. Purchase SALT Support staff to run S& L groups (training provided and groups monitored by SALT)	made progress with their language and communication.	
Smaller set sizes in Year 6 for maths and English.	Allows children to learn in smaller classroom settings that limits distractions and maximises learning time allowing more teacher interaction to focus on misconceptions and targets. Allows more experience teachers to deliver quality wave 1 teaching.	4
English and Maths Booster Sessions for Year 6	Our KS2 results are consistently above the national data.	4
Smaller group interventions for reading. RWI groups to run across the school to target those who require rapid intervention.	Continuous assessment from Early Reading Lead has shown progress made from learners and pupils moved onto the next level of phonics. (Progress measured half-termly).	5
Additional reading for disadvantaged pupils, SEND and lowest 20%.	Home - Ruth Miskin Literacy	1,5

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

Budgeted cost: £102,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Educational Visits including residentials	Improving the real-life experiences of our children across the school, some children do not go into central London and some have never been outside of London. Visits include residential to FPH, visit to the seaside. Have more workshops and opportunities for pupils to experience learning from external specialists/companies such as: authors/poets coming in to deliver workshops, sports personalities, HSBC bank delivering workshops about money. Gamelan project in school working with Year 3.	6

Pastoral Team including FSW and Attendance officer to ensure attendance in school is a priority for all the families within our community.	The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)	2,3
After school clubs	Allowing all children to have their lives enriched by choosing a club of their choice based on their interests and needs.	6
Behaviour Support/emotional well being support	Trackit Lights Evaluation of our behaviour/emotional well-being groups run by our learning mentor has shown positive impact on pupil's behaviour. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Contingency funds for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified	1-6

Total budgeted cost: £236,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- : Quality First Teaching.
- A broad and balanced curriculum that encompasses the school's vision and ensures inclusive opportunities for all by providing increased participation in enrichment activities, educational visits and experiences.
- Targeted support, strategies and interventions as appropriate and identified through PPMs.
- Disadvantaged families being sign posted to the HAF project (holiday and activities fund) half termly.
- FSM food vouchers during the half-term holiday periods.
- Pastoral support provided through our Inclusion team. Learning mentors, Early Help and Family support workers directed (where identified) to signpost vulnerable families.

	NOR	National 2022	School % All	Boys	Girls	FSM	SEN
EYFS GLD		65%	80%	78%	83%	64%	66%
Phonics							
Year 1		75%	81%	74%	86%	72%	22% (2 out of 9)
Year 2		87%	78%	40%	66%	76%	50%
Outcomes Key stage 1							
Reading		67%	79%	68%	88%	60%	0%
Writing		58%	79%	68%	88%	60%	0%
Maths		68%	80%	70%	88%	60%	25%
RWM		54%	79%	68%	88%	60%	0%

KS2 2023						
	National 2022	School % All	GDS	Boys	Girls	FSM
RWM com	59%	84%	22%	24%	20%	88%
Reading	75%	95%	53%	53%	52%	96%
Writing	69%	84%	28%	24%	24%	88%
GPAS	72%	86%	71%	76%	67%	88%
Maths	71%	84%	54%	58%	50%	88%

Externally provided programmes

Programme	Provider
Big Cat Books Collins	Big Cat Books Collins
Trackitlights	School Tools LTD
CPG	CPG Books
Evidence Me Too Simple	Evidence Me Too Simple
Google Classroom Google	Google Classroom Google
Marvellous Me	Marvellous Me
Purple Mash	Purple Mash
Oxford Reading Tree	Oxford Reading Tree
Phonics Tracker	Phonics Tracker
Ransom Readers Ransom Publishing	Ransom Readers Ransom Publishing
Safeguard	Safeguard
Timetable Rockstars	Maths Circle
RWI	Ruth Miskin Literacy