

Pupil premium strategy statement 2023 24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Shenley Primary School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	32.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Amos
Pupil premium lead	Hannah Suckling
Governor / Trustee lead	Leanne Chaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,096
Recovery premium funding allocation this academic year	£6,380
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	£67,476

Part A: Pupil premium strategy plan

Statement of intent

At Shenley Primary School, we value every child as an individual, and acknowledge that every child's needs are different. Our intention is that all pupils make good progress, irrespective of their background or challenges. We are an inclusive school, providing an ambitious and challenging curriculum which ensures that all pupils make progress academically and in their personal, social and emotional development.

We consider the ongoing challenges faced by vulnerable pupils. 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 where 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, benefiting the non-disadvantaged pupils in our school. Our approach will be based on robust diagnostic assessment, not assumptions about the impact of disadvantage. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We will:

- Ensure all pupils receive quality first teaching during lessons
- Act early to close the attainment gap between disadvantaged pupils and their peers through early intervention, challenge and the effective deployment of staff
- Address non-academic barriers to attainment such as attendance, behaviour, well-being, SEMH needs and cultural capital
- Ensure that the Pupil Premium Grant reaches the pupils who need it most
- Ensure that children are ready to learn by overcoming barriers academically, socially and emotionally is at the heart of our Pupil Premium Grant use

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not allocate personal budgets per student in receipt of the Pupil Premium Grant. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up to date research.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers over time.</p> <p>2022 Reading 26.1% (64% non PPG) gap 37.9% 2023 Reading 47.3% (72.5% non PPG) gap 25.2%</p> <p>2022 Y1 Phonics 50% (76% non PPG) gap 26% 2023 Y1 Phonics 44% (100% non PPG) gap 56%</p> <p>2022 Y2 re-take Phonics 50% (67% non PPG) gap 17% 2023 Y2 re-take Phonics 25% (75% non PPG) gap 50%</p>
3	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with the process of writing and their writing stamina than their peers. This negatively impacts their development as writers over time. This gap in attainment is significant and has not improved over the last two years.</p> <p>2022 Writing 17.4% (55% non PPG) gap 37.6% 2023 Writing 19.4% (57% non PPG) gap 37.6%</p>
4	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with basic number skills than their peers. This negatively impacts their development in maths.</p> <p>2022 Maths 26.1% (61.2% non PPG) gap 35.1% 2023 Maths 48.2% (66% non PPG) gap 17.8%</p>

5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high, 10 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 16 (6 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Some of our disadvantaged pupils are unable to fund extracurricular activities such as:</p> <ul style="list-style-type: none"> • Access to the wider curriculum, enrichment opportunities such as Music, Sport & Art • Access to School trips, swimming lessons, school uniform <p>We want to build on cultural capital for our disadvantaged pupils.</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 65. - 5% lower than for non-disadvantaged pupils.</p> <p>2021/22 non PPG: 92.5% PPG: 86% (gap 6.5)</p> <p>2022/23 non PPG: 92.8% PPG: 87.4% (gap 5.4)</p> <p>2023 – to date non PPG: 93.9% PPG: 88.9% (gap 5)</p> <p>2022/21 Total PA pupils – 61 PPG PA pupils – 28 46% of PA pupils are PPG</p> <p>2022/23 Total PA pupils – 61 PPG PA pupils – 31 51% of PA pupils are PPG</p> <p>2023/24 (Sept. to date) Total number of Persistently Absent pupils – 38 PPG PA pupils – 20 52% of PA pupils are PPG</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in engagement in lessons, book looks, pupil voice and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils, closing the gap between disadvantaged and non-disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 57% of disadvantaged pupils met the expected standard. Reducing the gap of 25.2% by 10%.
Improved writing attainment among disadvantaged pupils, closing the gap between disadvantaged and non-disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 29% of disadvantaged pupils met the expected standard. Reducing the gap of 37.6% by 10%.
Improved maths attainment for disadvantaged pupils at the end of KS2, closing the gap between disadvantaged and non-disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 58% of disadvantaged pupils met the expected standard. Reducing the gap of 17.8% by 10%.
To achieve improvements in mental health, wellbeing and resilience particularly for our disadvantaged pupils.	Improved mental health, wellbeing and resilience impacting on pupils' learning demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice and teacher observations • Improved engagement and attitude to learning • Improved learning behaviours
To improve cultural capital and experiences for disadvantaged pupils.	Improved engagement in: <ul style="list-style-type: none"> • access to the wider curriculum and enrichment opportunities such as Music, Sport & Art • access to education – School trips, swimming, uniform

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Rigorous tracking of attendance.</p> <p>Pastoral support for families where appropriate.</p> <p>Use of strategies, e.g. soft starts, to support pupils attendance.</p> <p>Updated letters and policy to re-address expectations for behaviour.</p> <p>Use of LAAO (local authority attendance officer) to support schools attendance.</p>
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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: £33,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD courses for staff to develop an appropriate curriculum suited to the needs of the children. NPQLBC for one teacher.	<p>All staff access high quality CPD focused on the needs of the whole school as identified in the SIP eg the NPQLBC will have a positive impact on staff development and pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4,5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,2,3,4
Introducing activities to develop oral language across the school curriculum. These can support pupils to articulate key ideas,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1,2,3

consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Oral language interventions Teaching and Learning Toolkit EEF	
Embed the teaching of Read Write Inc, a DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2,3
Development of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Improve the quality of social and emotional (SEL) learning eg using Zones of Regulation effectively. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	5

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

Budgeted cost: £16,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality interventions provided by Support Teacher / Teaching Assistant in small groups</p> <ul style="list-style-type: none"> • Badger writers • RWI, Fresh Start • IDL literacy programme • Phonics • Nessy • Sensory circuits • JEPECA 	<p>A range of targeted interventions used effectively with diagnostic assessments have proven effect. EEF: 'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in consultation with our local English TLA. This will include RWI Fresh Start KS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>EEF: 'The average impact of the adoption of phonics approaches is about an additional five months'</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills eg Voice 21</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3

Staff will be trained to deliver the Herts KS2 Reading Fluency project. YARC will be used as a diagnostic assessment. Diagnostic assessment EEF	KS2 Reading Fluency project has been proven to result in an average comprehension gain made by participating pupils in just 8 weeks of 2 years and 3 months (according to the YARC*) EEF recommends that teachers in KS2 support pupils to develop fluent reading capabilities: Improving Literacy in Key Stage 2. Seven recommendations to improve literacy teaching for 7-11 year-olds: EEF KS2 Literacy guidance report	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. <ul style="list-style-type: none">• STEPs• Protective behaviours• SEMH	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Embedding principles of good practice set out in the DfE's guidance. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance working together to improve school attendance .has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

<p>Parent Family Advisor (PFA) will use a range of strategies and approaches to support the mental health, SEMH needs and wellbeing of pupils and families. The role also includes securing grants and liaising with external agencies to support SEMH needs eg FSW Herts Partnership service</p>	<p>EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Supporting parents guidance report</p>	<p>5, 6, 7</p>
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Total budgeted cost: £61, 096

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.

The academic outcomes (1 to 3) were to narrow the gap in Reading, Writing and Maths.

Progress and attainment in English and Maths for PPG children still continues to show an overall gap which has reduced by 12.7% in Reading, 0% in Writing and 17.3% in Maths 2022-2023.

July 2023

Reading 47.3% (72.5% non PPG) gap 25.2%

Writing 19.4% (57% non PPG) gap 37.6%

Maths 48.2% (66% non PPG) gap 17.8%

July 2022

Reading 26.1% (64% non PPG) gap 37.9%

Writing 17.4% (55% non PPG) gap 37.6%

Maths 26.1% (61.2% non PPG) gap 35.1%

At the end of Year 6, 33.3% of PPG achieved the expected standard in Reading, 67% in Writing and 67% in Maths.

At the end of Year 2, (14.3% 2022) 33.3% of PPG achieved the expected standard in Reading, (14.3% 2022) 50% in Writing and (14.3% 2022) 66.7% in Maths.

At the end of Reception, (55.6% 2022) 50% of PPG achieved the expected standard in Reading, (33.3% 2022) 0% in Writing and (66.7% 2022) 41.7% in Maths. This shows a dip in attainment on entry in the school year 2022 23.

Teacher run, before school booster groups were implemented to support children, tailored to meet the needs of the child. Many PPG children were invited to attend these sessions.

4. Provide effective pastoral support and or outside agency support at an individual level.

Mental health and well-being was and is still a focus. Some children have had exposure to trauma, experienced anxiety and or a decrease in emotional wellbeing following the pandemic. Nurture groups provided for some children, including the HIVE emotional literacy programme which have had a positive outcome on well-being. The children who accessed the Jepeca empowerment programme have been enabled to verbalise their feelings and regulate their emotions more effectively.

Herts Partnership family support workers have worked with 2 PPG families to good effect.

The school Parent Family Adviser has supported vulnerable children and their families.

These activities have had a positive outcome on pupil's mental health and well-being as evidenced in pupil voice feedback. Some families have engaged better than others with support work provided and this has affected the outcomes for these families. 5.

Ensure all children have access to the wider school opportunities.

Disadvantaged children were supported to attend trips and residential trips which contributed to their personal well-being, vocabulary and cultural capital.

Disadvantaged children have attended before school club for breakfast, this has supported improved attendance, ensure that they had eaten a healthy breakfast to aid concentration for learning, also given them opportunities to develop their social skills. Disadvantaged children have been supported with uniform and school supplies to ensure that they have all they need in order to be able to learn this has raised their self-esteem.

Our ongoing assessments continue to suggest that the performance of disadvantaged pupils was lower than non-disadvantaged pupils.

Disadvantaged pupils (PPG)				
	Reading EXS	Reading GDS	Writing EXS	Maths EXS
All students (40)	41.7%	5.6%	19.4%	41.7%
Year R (6)	50%	0%	0%	75%
Year Y1 (9)	44.4%	0%	22.2%	44.4%
Year Y2 (8)	33.3%	16.7%	50%	66.7%
Year Y3 (8)	37.5%	12.5%	12.5%	37.5%
Year Y4 (6)	50%	0%	0%	0%
Year Y5 (3)	33.3%	0%	33.3%	33.3%
Year Y6 (6)	17%	0%	29%	29%

Headlines – disadvantaged pupils

- There are considerably lower PPG achieving EXS in Writing (19.4%) than Reading (41.7%) and Maths (41.7%) across the school
- No PPG children are achieving EXS in writing across Year R or Year 4 in writing (this is 12 pupils across these classes)

Whilst there have been significant improvements since 2022, this still needs to be a focus.

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
Maths Essentials	Hertfordshire
Times Table Rockstars	Times Table Rock Stars
KS Reading Fluency Project	Hertfordshire
Nessy	

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.