

Pupil premium strategy statement – Shenley Primary School

This statement details our school's use of pupil 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	123 (20)
Proportion (%) of pupil premium eligible pupils	43 (including 2 Service PPG) (8 including 1 Service) 35% (40%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Amos
Pupil premium lead	Adrienne Azzopardi
Governor / Trustee lead	Liam Stein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,140 (£1341 EYPP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£66,140 (£1341 EYPP)

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	To close the gap between disadvantaged and non-disadvantaged children across Reading, Writing, Phonics and Maths
2	Engage the hardest to reach families who are facing the hardest challenges
3	To address poor attendance at school and engagement in extra-curricular activities

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 bring the progress in reading, writing, mathematics and phonics in line with the national average	Analysis of data for targeted areas to show that progress has been made to close the gap.
Building strong, honest and transparent relationships with families and children to build trust	Families engaging with the school in a meaningful way that shows that trust has been built in order to support the progress of the child
PPG lead and Office Staff to work closely with families to improve overall attendance at school. Office Staff and PPG Lead to monitor the engagement of targeted PPG children at clubs and trips	Monthly meeting with involved parties from schools to ensure that poor attendance is addressed in a timely manner. Club attendance lists monitored to ensure there is regular engagement of the children targeted to attend these clubs

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Mathematics learning program (White Rose) and new writing and spelling programs (Essential Writing and Essential Spelling HfL) along with relevant training for the staff concerned to ensure PPG progress outcomes are in line with or better than national across the school.	Effective teaching for every pupil is a key ingredient for a successful school and therefore supporting teachers to implement new programs in the most effective way will ensure that children in receipt of PPG are able to make progress in line with or better than the national average across the school.	1
All relevant staff (EYFS and KS 1) to have phonics training provided by Claire Gallagher as EYFS and KS 1 lead	Effective teaching for every pupil is a key ingredient for a successful school and therefore supporting teachers and support staff to implement Read Write Inc program in the most effective way will ensure that children in receipt of PPG are able to make progress in line with or better than the national average across the school. For those who did not meet the national standard in year 1 intervention will be put in place to ensure that if able they can meet the standard in year 2	1

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

Budgeted cost: £ 45,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for children in receipt of PPG funding especially for reading, writing, mathematics and phonics.	It has been consistently shown that targeted academic support can have a positive impact on those not making good progress. This can include one to one or small group interventions, which is linked to the classroom teaching and supported by teaching assistants as well as class teachers.	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pupil Premium Lead to champion the needs of those children eligible for PPG as well as their families including ensuring good attendance, behaviour for learning and outcomes.	With a growing number of pupils attracting PPG funding it is considered important to ensure that they have a clear and heard voice within the school community but also within the senior leadership team of the school, it is with this in mind that a member of the senior leadership team (Adrienne Azzopardi) has been appointed to this role. In order to address the issue of attendance of all children across the school but especially for those families in receipt of PPG funding the schools are closely monitoring all attendance to ensure that any attendance issues are addressed in a timely manner.	ALL
Offer a wide range of extra-curricular activities that engage PPG children and broaden their experiences, cultural	Due to their socio-economic situations many of the families in receipt of PPG funding lack the ability (although not always the ambition) to allow their children to participate in extra-curricular	

capital and increase their levels of ambition and aspirations. Every club offered in school has at least one funded PPG place and the aim will be to have proportional representation across all clubs. The siblings of these children are also offered free places in after school clubs to enable parents/carers to only have to do one pick up time.	activities that allow them to broaden their level of ambition. By offering families, this opportunity we are not only broadening experiences but also building trust within the community.	
To allow all children eligible for PPG funding to attend clubs and other enrichment activities to help develop their cultural capital. This will include attendance at Breakfast/After school club	For particular families we are aware that internet access and parental/family support with home learning tasks can be an issues for these families' access to Breakfast/After school club is offered to support the children with these tasks. This is also an option for families who struggle with attendance.	
To allow all children in receipt of service PPG funding to attend clubs and enrichment activities free of charge	In line with the guidance all Service PPG children will have fully funded club and enrichment places (residential trips will be discussed and funded as needed)	

Total budgeted cost: £ 66,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.