



Pupil premium strategy 2024/25

This statement details our school’s use of pupil premium (Including 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shirwell Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 rd of three
Date this statement was published	11th November 2024
Date on which it will be reviewed	11th October 2025
Statement authorised by	Simon Allen
Pupil premium lead	Simon Allen
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£7400
Recovery premium funding allocation this academic year	£0
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	£7400

Part A: Pupil premium strategy plan

Statement of intent

The key principles of this pupil premium strategy plan are simple. No child should, through family income, achieve or enjoy school differently to a more affluent peer. We are determined to identify likely gaps between groups of children and be proactive in closing these. Children in more vulnerable groups need vigilance to ensure that these gaps do not develop, nor are they likely to when children leave us.

Objectives in spending PPG:

- To increase pupil engagement and empower disadvantaged pupils to lead their own learning.
- To provide targeted support, and mentoring where applicable, to help eligible pupils with significantly low attainment to reach and exceed National Expectations in Reading, Writing and Maths by the end of each Key Stage.
- To provide enhanced provision, and mentoring where applicable, for more able eligible pupils to address social and emotional barriers to learning, raise aspirations and accelerate progress.
- To provide a contingency fund to enable eligible pupils to access curriculum provision and take part in enrichment activities alongside their peers.
- To engage families of disadvantaged pupils and work in partnership with them to help achieve the best possible outcomes for their children.
- To support the development of a pro-active mind-set across the whole staff team with regard to addressing barriers to learning experienced by disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech and language development in Reception & KS1. Initial assessment of pupils suggests underdeveloped oral language skills and vocabulary gaps among many pupils.
2	Lack of time socialising with peers and maintaining positive relationships Interruptions caused as a result of Covid-19 meant that many of our disadvantaged pupils missed key developmental opportunities linked to relationship education.
3	Low levels of support and understanding of how to support children's reading and spelling development at home. Independent review completed by NfER indicates that disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a significant

	impact on their development as readers. Internal assessment data also highlights that the disadvantaged group would benefit from additional support this area.
4	<p>Children missing out on wider curriculum opportunities in school</p> <p>Disadvantaged pupils are more likely to miss out on a wealth of enrichment activities that enrich and enhance the curriculum for example, the school encourages the use of 1:1 music tuition but understands that some families may not be able to afford this. We plan for music tuition to be fully funded for PP pupils. The same is true for school trips and school residential.</p>
5	<p>Improving attendance</p> <p>Our attendance data for Spring and Summer Terms 2023 indicates that attendance among disadvantaged pupils has been 88.81%. 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
All PP children with speech and language difficulties have made good or better progress through the Nuffield Program	PP children make significant improvements in speech highlighted through termly assessments.
All PP children make progress in reading and spelling which is in line with/significantly close to that of non PP children.	<p>Assessments (accelerated reader and Curriculum maestro tests) through the academic year show significant progress for PP children and narrows the gap between PP and non PP children.</p> <p>Pupil voice activities show PP children's engagement with reading is positive.</p>
<p>All PP children have the opportunity to access a wider curriculum offer, if they would like to.</p> <ul style="list-style-type: none"> ● Big Events ● Residential ● Swimming ● Sporting and Musical events 	100% of PP children attend all curriculum-led big events, residential and annual swimming.

<p>PP families are supported to engage with wider aspects of school life.</p> <ul style="list-style-type: none"> ● Phonics evening ● SATS information evening ● Parents evenings 	<p>PP families are expected to attend all additional evenings. Childcare available to support attendance.</p> <p>Additional follow up support offered where Parents and Carers cannot attend.</p>
<p>Ensure all PP children have appropriate school and PE uniforms.</p>	<p>The school has supported all requests for uniform when required.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>The percentage of all pupils who are consistently absent is reduced.</p> <p>The overall attendance rate for all pupils improved compared to 21/22 and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● Improved behaviour due to reduced anxiety.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit TA to support PP children within the class during whole class teaching.</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF + 4 Months - Teaching Assistant Interventions	3
<i>To provide pupils in Key stage two with interventions, which focuses on providing good quality feedback about their performance.</i>	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. EEF + 6 months - feedback	3
<i>Support KS1 pupils in danger of falling behind with additional phonics sessions</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF + 5 months - phonics	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of TA time to deliver intervention programmes to support small groups and individual children.</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF + 4 Months - Teaching Assistant Interventions	1, 3
<i>Targeted intervention to help PP children to make good/better progress using NELI Language Links</i>	NELI is a recognised programme which involves careful assessment of children's speech needs and sets intervention activities in response to assessment areas EEF: +6 months Oral Language Intervention	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide access to curriculum provision and enrichment activities. Provide funding for all school outings, including residential trips.</i></p>	<p>To show positive benefits on academic learning and wider outcomes such as self confidence - EEF - Outdoor adventure learning +3 months</p>	<p>4,5,2</p>
<p><i>To provide an opportunity and equal access for all children to engage in specialist teaching sessions - for children to build confidence through learning an instrument or taking part in sport</i></p>	<p>Pupils build confidence through learning an instrument. Pupil voice questionnaires revealing improved self esteem, engagement in ensembles and awareness of another avenue or aspiration. EEF - Arts participation +3 months</p>	<p>4,5,2</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving school attendance advice.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>5</p>

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 2023 to 2024 academic year.

£18516 for academic year 2023/24

Actions taken according to the individual need of the child and in discussion with families and education professionals. Support and intervention provided on an individualised basis. Money provided to help with other educational needs. For example, the school encourages the use of 1:1 music tuition but understands that some families may not be able to afford this. Music tuition fully funded for PP pupils. The same is true for school trips and school residential.

How we spent our grant 2023/24

Pupil premium is spent according to the individual needs of the child. It helped us in a number of ways to ensure full access to all areas of the curriculum for all pupils.

The money was spent on:

- Introducing a program of early reading to support all pupils, and ensuring intervention for PP pupils who require catch up
- Funding for extra TA support in class, providing intervention where necessary
- Help for families to access all school activities

Impact of expenditure

Targeted support and intervention is available for pupils as required. There was no data from 2023/24 to suggest that pupils receiving pupil premium performed less well than other pupils.

Pupils have been able to attend residential and festivals where previously this would have been difficult for the families.