

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 and 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	Shadsworth Infant School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	49% (Rec-Y2)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gillian Crompton Headteacher
Pupil premium lead	Emma Varey Deputy Headteacher
Governor / Trustee lead	Jackie Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 116,400
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	£116,400

Part A: Pupil premium strategy plan

Statement of intent

School Demographic

Shadsworth Infant School is situated in an area of very high social and economic deprivation on a housing estate owned by Together Housing. The school is two form entry with a nursery provision of 30 hours or 15 hours depending upon circumstance. 54% of pupils have Special Educational Needs. A Special Educational Needs (SEND) provision classroom provides timetabled, targeted provision for our highest need SEND children. 82% of our pupils live in the bottom 5% of the most deprived nationally (School Census 2023). A large number of children are eligible for FSM. The socio-economic backgrounds of the children are predominately unskilled with high levels of unemployment. Health issues, both physical and mental/emotional, are significant, with the majority of indicators being above the national average of mortality rate, respiratory disease, obesity, psychiatric, psychological disorders, high teenage pregnancy rate and highest percentage of lone parents.

Objectives

Our intention is that all pupils at Shadsworth Infant School, irrespective of their background or the challenges they face, make good progress. The aim of our pupil premium strategy is to ultimately narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that every pupil has the opportunity to meet their full potential.

All our work through the pupil premium will be aimed at:

- Accelerating progress, moving children to at least age-related expectations
- Providing targeted academic support for those not achieving their potential
- Improving opportunities for pupils living in deprivation and limiting the effect of poverty

Our approach will consider the challenges faced by vulnerable pupils in the context of our school and will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will use the Education Endowment Fund to inform our decisions and ensure our approach to pupil premium allocation is evidence based.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils through high quality teaching
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language skills and vocabulary gaps</p> <p>Children come into school with well below average oracy skills. Baseline assessments show that children enter Nursery and School with underdeveloped oral language skills and vocabulary gaps.</p> <p>In nursery the WellComm baseline assessments show that 68% of children have started nursery below age related expectations in speech and language. Reception WellComm baseline assessments show that 76% of children are working below age related expectations for speech and language.</p> <p>We currently have 44 children who require additional speech and language support and whom complete an individual speech and language program. 25 of these children access the NHS for their speech and language support and the remaining 19 children are seen by the speech therapist we provide one day a week using our pupil premium funding.</p>
2	<p>Phonics and early reading</p> <p>Due to low starting points on entry to school, accelerated progress in reading is required for a large number of children. CEM Baseline assessments shows that 78% of our current reception children have started below age related expectations in Literacy. By year 2, children catch up to the national average in reading with 71% meeting age related expectations in reading in 2022-23. This shows that early intervention in reading is essential in ensuring rapid progress.</p> <p>Last year we were in line with national average first the time, with 80% passing the Year 1 Phonics Screening Check. The additional phonics catch up support we were able to fund using the pupil premium had a positive impact, particularly on our pupil premium children who out performed non-pupil premium children by 19.6%.</p>
3	<p>Pupil wellbeing</p> <p>Many of our children come into school with social and emotional difficulties which inhibits progress across the curriculum. 25% of pupils are identified within our SEND register as having social, emotional and mental health needs. 82% of our pupils were living in the bottom 5% of the most deprived nationally (Census January 2023).</p> <p>School is seen as a source of support for families who often utilise the support and services our Pupil Wellbeing Coordinator can provide before events escalate. The work he does helps our most vulnerable families, many of which are eligible for pupil premium.</p>

4	<p>Attendance</p> <p>Our overall attendance data by the end of summer term 2023 was 92.7%. This is 3.3% below the national requirement of 96% set by the government.</p> <p>Persistent absence is also an ongoing challenge for our school with 26% persistent absence by the end of summer term 2023. This is 9% more than the national average of persistent average of 17% (2022-23). Our attendance data for 2022-2023 indicates that 64% of persistently absent pupils were eligible for pupil premium.</p>
5	<p>Enrichment opportunities</p> <p>Children enter school with limited life experiences. 82% of our pupils were living in the bottom 5% of the most deprived nationally when the census in January 2023 was completed. Financial constraints within the family often result in limited knowledge of the wider world and lack of first-hand experiences (farms, theatre etc).</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
Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • EYFS communication and Language assessment data • WELLCOM and Derbyshire language assessment data
Improve attainment in phonics and early reading	<ul style="list-style-type: none"> • Phonics screening outcomes • Reading ARE in EYFS, Year 1 and 2. • Entry and exit data for reading and phonics interventions.
Improve safety and wellbeing for our pupils.	<ul style="list-style-type: none"> • Number of families supported at CAF, CiN and CP level. • Boxhall Profile scores
Improve attendance including persistent absentees	<ul style="list-style-type: none"> • Attendance figures • Persistent absentee percentage
All children will have the opportunity to take part in enrichment	<ul style="list-style-type: none"> • Enrichment calendar • Attendance at enrichment clubs on a Thursday

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: £16, 845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Upskill teachers on cognitive and metacognition strategies.	All evidence suggests that quality first teaching is the most important factor in improving pupil progress and attainment. Ensuring every teacher is supported in delivering high quality teaching is essential overcome barriers to learning, especially for our most disadvantaged pupils. Evidence EEF High Quality Teaching EEF Metacognition	1, 2, 3, 4, 5
Quality First Teaching	The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates. Evidence EEF Five a Day	1, 2, 3, 4, 5,
Continue to work with the English Hub on Phonics next steps.	All research indicates that a SSP taught with fidelity improves phonics and early reading. Evidence EEF Phonics Toolkit	1, 2,
Phonics Keep Up groups delivered by HT, DHT, HLTA	All research indicates that a SSP taught with fidelity improves phonics and early reading. Evidence EEF Phonics Toolkit	1, 2
Improving Oracy within school	There is strong evidence that suggest oral language interventions have a high impact on reading. This will link with implementing Wellcomm's Big Book of Ideas strategies throughout school as part of the Local Authority initiative to improve language within the early years. Evidence EEF Oral Language Interventions	1, 2, 3

Additional TA2 in nursery to support the development of prime areas CCLD, PSED, PD in everyday classroom practice.	The EEF Early Years Toolkit suggests positive impact through the use of communication and language approaches, social and emotional learning and physical development approaches. Evidence EEF Communication and Language Early Years EEF Social and Emotional Strategies Early Years EEF Physical Development Approaches Early Years	1, 2, 3,
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58930.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapist 1 day per week	EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. Evidence EEF Oral Language	1
Additional TA3 Wellcomm language groups	EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. Evidence EEF Oral Language	1
EAL support TA2	EEF state that oral language interventions have a high impact for very low cost based on extensive evidence. Evidence EEF Oral Language	1
Reading Intervention (TA3 0.8)	The EEF states that 'In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.' Evidence EEF Teaching Assistant Interventions EEF Phonics Toolkit	2
TA2 (0.5)- Reading and Phonics Intervention	The EEF states that 'In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.' Evidence	2

	EEF Teaching Assistant Interventions EEF Phonics Toolkit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,321.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of our Pupil Wellbeing Coordinator	Evidence suggests that parental engagement strategies are typically more effective with parents of very young children. Our Pupil Wellbeing Coordinator works closely with families and other agencies to ensure our pupils safety and emotional wellbeing and to promote attendance. Evidence EEF Parental Engagement	3, 4
Nurture Group at lunchtimes	Children who attend Nurture sessions develop key skills enabling them to fulfil their academic potential. Evidence Nurture UK	
Play Therapist	The EEF has found alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence EEF Social and Emotional Learning	3
Weekly club night to provide enrichment opportunities	The states that 'At the EEF, we think enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Evidence EEF Life Skills and Enrichment	5
Supplementing curriculum trips, visits and visitors	The states that 'At the EEF, we think enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Evidence EEF Life Skills and Enrichment	5

Total budgeted cost: £117,097

(£697.00 over spend)

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome: Improve oral language skills and vocabulary among disadvantaged pupils

	School		
	24	34	
<i>number of eligible pupils in cohort:</i>			
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	58.3%	52.9%	5.4%
Communication & Language	70.8%	61.8%	9.1%

Foundation Stage pupil premium gap analysis shows that 70.8% of pupils eligible for pupil premium achieved expected or above in Communication and Language compared with 61.8% of all other pupils. The allocation of funds for extensive speech and language support have made a huge impact in helping improve oral language skills and vocabulary among disadvantaged pupils in Early Years.

65.5% of all reception children achieved the expected standard in Communication and Language compared to 79.7% nationally (NFER national data). This shows that work is still needed to be done to improve oral language skills and vocabulary whole school.

Intended Outcome: Improve attainment in phonics and early reading

	School		
	24	34	
<i>number of eligible pupils in cohort:</i>			
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
Good Level of Development <i>(all Prime and Specific areas of learning)</i>	58.3%	52.9%	5.4%
Communication & Language	70.8%	61.8%	9.1%
Physical Development	66.7%	70.6%	-3.9%
Personal, Social and Emotional Development	75.0%	70.6%	4.4%
Literacy	58.3%	52.9%	5.4%

Foundation Stage pupil premium gap analysis shows that 58.3% of pupils eligible for pupil premium achieved expected or above in Literacy compared with 52.9% of all other pupils. The pupil premium

funding used to fund phonics and reading interventions made a positive impact on our most disadvantaged pupils.

Year 1 Phonics Screening			
	2023	2022	2019
% 'working at'	80.0	70.0	72.9
Emerging National 2023	78.9		

In year 1 80% of pupils passed the year 1 phonics screening check. This was in line with the national average.

	School		
<i>number of eligible pupils in cohort:</i>	21	24	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
% Working at the required standard (Wa)	90.5%	70.8%	19.6%

The additional phonics keep up support we were able to fund using the pupil premium had a positive impact, particularly on our pupil premium children who out performed non-pupil premium children by 19.6%.

Key Stage 1 Assessments		
READING	% EXS+	% GDS
2023	71.2	22.0
2022	70.7	25.9

The end of key stage 1 results shows that 71.2% of children achieved the expected standard in reading. This is above 3% above national average (NFER National data).

Shadsworth Infant School			
DfE Number: 2167			
	School		
<i># of eligible pupils in cohort:</i>	34	25	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %
% achieving:			
Reading >= EXS	61.8	84.0	-22.2

61.8% of pupils eligible for pupil premium achieved the expected standard in reading compared with 84% of all other pupils. This is a large gap, with other pupils outperforming pupils eligible for pupil

premium by 22%. The reading intervention funded by the pupil premium funding will need to be closely monitored in key stage 1 to ensure it is used effectively to reduce this gap.

Intended Outcome: Improve safety and wellbeing for our pupils

Term	Number of general Safeguarding incidents reported	Number of referrals made to CADS	Number of families monitored (post caf, held just under the threshold)	Number of children with a CAF plan	Number of children with a CIN plan	Number of children on CP	Number of LAC	Post LAC	Total
Autumn	177	0		18	0	3	6	3	28
Spring	164	0	18	18	0	1	4	2	43
Summer	133	1	22	14	0	2	4	2	45

The pupil premium funding used to fund our Pupil Wellbeing Coordinator enabled him to support a large number of our pupils and families. 22 of the children and families supported were eligible for pupil premium. School is seen as a source of support and families often utilise this before events escalate. Numbers of children with complex home situations continued to rise. Early intervention continues to be at the heart of what we do in school and our Pupil Wellbeing Coordinator's work in this area is invaluable and essential due to the high number of families requiring this support.

Our pupil wellbeing coordinator also attended weekly CAF meetings with the Junior school where joined up working has proved highly successful. Families where a CAF is closed continue to be monitored by our pupil wellbeing coordinator on a regular basis.

Intended Outcome: Improve attendance including persistent absentees

Despite continuous work by our Pupil Wellbeing Coordinator attendance remains a concern and is below the national average. To try and improve attendance we conducted daily phone calls for absent children, sent warning letters when attendance was becoming a concern and our Pupil Wellbeing Coordinator worked with families and provided support and advice on how to improve attendance. Due to the age of the children we are reliant of the parents bringing their child to school which can be difficult when they do not commit. Weekly CAF meetings with the juniors provided opportunity to discuss families where attendance was a concern and to put in place actions to try and support our families.

Intended Outcome: Enrichment opportunities

All our pupils took part in a range of enrichment opportunities throughout the year. These trips, visits and experiences were supplemented through pupil premium funding and provided our children with first hand experiences linked to their topics.

These are detailed below;

Nursery Trips		Darwen Library	Smithills Farm	Nursery Fun Day
Reception Trips	Bear Hunt – Forest School	Bring Yer Wellies	Transport Museum	Lytham Beach
Year 1 Trips	Mosque, Cathedral, Witton Park Blackburn	Planetarium	Pirate Day	Blackpool Zoo
Year 2 Trips	Waddow Hall – Outdoor activities	Chill Factore	Linking Project visit to local school	Liverpool World Museum

Year 2 pupils all took part in a 10-week swimming block.

All key stage 1 classes had a block of 6 forest school sessions every term. Reception children all attended outdoor learning sessions every fortnight.

All pupils took part in an enrichment night on a Thursday until 4.00pm. Each child chose a different club each term. Some of the clubs on offer included; singing, hockey, jewellery making, book club, photography club, mindfulness club and games club.

In addition to these trips and visits there were a number of enrichment days including a celebration for the King's coronation, a whole school pantomime, a magic show and a science show.

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
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Wellcomm	G L Education