

# Pupil premium strategy statement 2023-2024

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	Shelton Junior School
Number of pupils in school	286/112 PP
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Jon Bacon Headteacher
Pupil premium lead	Hettie Culling
Governor / Trustee lead	Karen Phillips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162960
Recovery premium funding allocation this academic year	£16240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179200

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Shelton Junior School is to provide **all pupils from every background** with the skills to achieve their academic potential, the opportunities to develop personally and the life skills to be ready for the next phase in their education.

We follow the EEF tiered approach to be confident we are meeting the needs of all pupil and the expectations of the Pupil Premium Strategy. **High quality teaching** is the most important part of our approach and proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting every pupil. We also employ **strategies and interventions** to remove barriers which can be caused by personal circumstances or learning gaps. Intervention supports academically and through our excellent social, emotional provision as well as the opportunities in extra-curricular ensure our children are well rounded individuals ready for the next stage of education and challenge in KS3. Our **wider strategies** promote all students having full access to the rich extra-curricular provision on offer at our school and that we are ambitious about attendance for every pupil.

We consider, using a diagnostic approach the common challenges and barriers to learning at a whole school, class, family and pupil level. This approach allows us to be dynamic, pro-active and responsive in our strategy to support pupils' achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows attainment of PP pupils at the end of KS2 is below their peers in all core areas.
2	Internal and external data shows that a higher proportion off PP pupils have lower reading and phonic attainment
3	Internal data shows that a higher proportion of PP pupils are also SEND including those with EHCPs
4	Whole school internal and external data shows that punctuality of PP pupils is below that of non-PP including persistent absentees
5	Internal data, pupil and teacher voice show that PP pupils access wider curriculum clubs and trips less than their peers

6	Internal parental engagement data shows that PP pupils may have less aspirational attitudes than non PP
7	Internal behaviour and pupil voice data show that PP pupils have higher incidents of negative behaviour and attitudes

## 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 progress in Reading and Phonics	There is <2% gap or no gap between PP pupils and their peers achieving ARE
Progress in Writing	There is <2% gap or no gap between PP pupils and their peers achieving ARE
Progress in Mathematics	There is <2% gap or no gap between PP pupils and their peers achieving ARE
Achieve and sustain improved attendance for all pupils, particularly Disadvantaged pupils who are persistently absent.	Persistent absence among disadvantaged pupils falls to X% Attendance between disadvantaged and all pupils is broadly in line
Attendance at wider curricular events/clubs is in line with non PP peers	Club attendance shows <i>at least</i> 30% access for PP pupils Trip attendance shows 100% of PP pupils are attending

## 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 108660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Teacher team teaching	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. <a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3
2x TA intervention support	Teaching assistants can provide a large positive impact on learner outcomes especially when using proven and published intervention. EEF research show that targeted interventions conducted in primary schools can have an impact of +5 months <a href="https://www.educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3
Safeguarding and Pastoral Support Lead	Family support from our Pastoral lead has been evidenced through in school case studies to have big impact on parental engagement and attendance. Parental engagement has a positive impact on average of 4 months' additional progress. <a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 4 5 6 7
Staff CPD and release time for curriculum and quality of teaching development	Teaching & Learning Leader to be non teaching and additional release time for curriculum leaders will ensure the following strategies are embedded through school:  Mastery Learning in maths. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) <a href="https://www.educationendowmentfoundation.org.uk/Mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>  Oracy approach through our POWER curriculum design will benefit all pupils <a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3

	<p>Whole school CPD project based on Rosenshine principles – which link both to the EEF recommendation on feedback and metacognition.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Metacognition and Self-regulated Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
Continued resourcing of a whole school DFE validated SSP Systematic Synthetic Phonics Programme	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p><a href="#">Phonics   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1

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

Budgeted cost: £ 54482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic intervention (X3 TA's 0.5 of their time)	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p><a href="#">Phonics   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
ERB room creation and resourcing	<p>To support SEL learning for specific pupils including those who are PP, SEND and have an EHCP.</p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>To Support Pupils with significant SEND in the mainstream</p>	1,2,3,4,6
Speech and language intervention	<p>Purchase of appropriate speech and language intervention and assessment tool. Training of appropriate TA/s to support individuals and small groups. The EEF has found Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,3

Pupil Premium Teacher targeted <b>small group tuition (afternoon JW)</b>	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
SEMH HLTA (SEL intervention and support)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF data shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,6,7,
Training and release time for 2x ELSA's (emotional literacy support assistants)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF data shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,6,7,

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

Budgeted cost: £ 16058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Counsellor intervention weekly	We have many pupils who need access to targeted, high levels of emotional and mental health support more specialist than we can provide. These pupils often do not qualify for support from an NHS or charity service but need as the EEF states 'More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.' <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,6,7
Drama Therapy weekly small groups and 121.	Drama Therapy is a therapeutic intervention. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an	1,2,3,6,7

	<p>identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
Breakfast Club Subsidy	<p>Many schools report that Breakfast club provision supports attendance of disadvantaged pupils and the EEF Improving Behaviour in Schools Report research provides evidence in them supporting behaviour.</p> <p>Magic Breakfast club research has also found that children attending a breakfast club can improve their reading, writing and maths scores by 2 months</p> <p><a href="#">Magic Breakfast</a></p>	1,2,3,4,6,7
AS Club resourcing	<p>Many schools report after school provision supports attendance in school and aspirational attitudes</p>	1
Resourcing happy lunchtimes	<p>Providing fun play opportunities with exciting resources to lower behaviour incidents and support social learning.</p> <p>There is also a positive impact of physical activity on academic attainment evidenced by the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Subsidising clubs	<p>Ensuring all pupils have the opportunity to enjoy and achieve at clubs diminishes social disparity</p>	4
Subsidising Trips/Residential	<p>Ensuring all pupils have the opportunity to enjoy and achieve experiences diminishes social disparity</p>	4
Uniform	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos, pride and the improvement of behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	5
X amount staff time for collection/drop off of pupils 10 hours	<p>Attendance is one of the main barriers to learning experienced by disadvantaged pupils – by ensuring they are in school we can ensure they are learning and accessing support</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	1
Behaviour support consistency Learning Mentor	<p>As recommended in the EEF Improving Behaviour in Schools Report it states School leaders should ensure the school behaviour policy is clear and consistently applied.</p>	5

	<a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £ 159120**



## 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 2022-2023 academic year.

Challenge number	Detail of challenge
1	Assessment data shows attainment of PP pupils at the end of KS2 is below their peers in all core areas.
2	Internal and external data shows that a higher proportion of PP pupils have lower reading and phonic attainment
3	Internal data shows that a higher proportion of PP pupils are also SEND including those with EHCPs
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Intended outcome	Detail of outcome progress																																																	
<p><b>1. Improved progress in Reading and Phonics</b></p> <p>There is &lt;2% gap or no gap between PP pupils and their peers achieving ARE</p> <p><b>2. Progress in Writing</b></p> <p>There is &lt;2% gap or no gap between PP pupils and their peers achieving ARE</p> <p><b>3. Progress in Mathematics</b></p> <p>There is &lt;2% gap or no gap between PP pupils and their peers achieving ARE</p>	<p><b>Reading</b></p> <p>Legend: Out of Year (Red), Beginning (Orange), Expected with Intervention/Expected (Green), Greater Depth with Intervention/Greater Depth (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium (83 pupils - Average 100)</td> <td>11%</td> <td>38%</td> <td>54%</td> <td>9%</td> </tr> <tr> <td>Not Pupil Premium (188 pupils - Average 100)</td> <td>7%</td> <td>21%</td> <td>55%</td> <td>18%</td> </tr> </table> <p><b>Writing</b></p> <p>Legend: Out of Year (Red), Beginning (Orange), Expected with Intervention/Expected (Green), Greater Depth with Intervention/Greater Depth (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium (83 pupils - Average 100)</td> <td>18%</td> <td>32%</td> <td>44%</td> <td>4%</td> </tr> <tr> <td>Not Pupil Premium (188 pupils - Average 100)</td> <td>11%</td> <td>38%</td> <td>48%</td> <td>3%</td> </tr> </table> <p><b>Maths</b></p> <p>Legend: Out of Year (Red), Beginning (Orange), Expected with Intervention/Expected (Green), Greater Depth with Intervention/Greater Depth (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium (83 pupils - Average 100)</td> <td>12%</td> <td>34%</td> <td>45%</td> <td>8%</td> </tr> <tr> <td>Not Pupil Premium (188 pupils - Average 100)</td> <td>7%</td> <td>24%</td> <td>50%</td> <td>19%</td> </tr> </table> <p><b>GPS</b></p> <p>Legend: Out of Year (Red), Beginning (Orange), Expected with Intervention/Expected (Green), Greater Depth with Intervention/Greater Depth (Blue), No data (Grey)</p> <table border="1"> <tr> <td>Pupil Premium (83 pupils - Average 100)</td> <td>12%</td> <td>29%</td> <td>47%</td> <td>11%</td> </tr> <tr> <td>Not Pupil Premium (188 pupils - Average 100)</td> <td>6%</td> <td>21%</td> <td>50%</td> <td>19%</td> </tr> </table> <p><b>Combined attainment in 4 assessments</b></p> <table border="1"> <tr> <td></td> <td>Above expected</td> <td>Above expected</td> </tr> <tr> <td>Pupil Premium</td> <td>30%</td> <td>3%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>4%</td> <td>5%</td> </tr> </table> <p>Whole school data shows that children in receipt of PPG are being outperformed by their peers. A higher majority are working towards or below in their year group.</p> <p>Leaders are engaging with ‘Making the Difference for Disadvantage Pupils’ course run by the Derby Research School and EEF to review strategies in place.</p>	Pupil Premium (83 pupils - Average 100)	11%	38%	54%	9%	Not Pupil Premium (188 pupils - Average 100)	7%	21%	55%	18%	Pupil Premium (83 pupils - Average 100)	18%	32%	44%	4%	Not Pupil Premium (188 pupils - Average 100)	11%	38%	48%	3%	Pupil Premium (83 pupils - Average 100)	12%	34%	45%	8%	Not Pupil Premium (188 pupils - Average 100)	7%	24%	50%	19%	Pupil Premium (83 pupils - Average 100)	12%	29%	47%	11%	Not Pupil Premium (188 pupils - Average 100)	6%	21%	50%	19%		Above expected	Above expected	Pupil Premium	30%	3%	Not Pupil Premium	4%	5%
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<p><b>4. Achieve and sustain improved attendance for all pupils, particularly Disadvantaged pupils who are persistently absent.</b></p> <p>Persistent absence among disadvantaged pupils falls Attendance between disadvantaged and all pupils is broadly in line</p>	<p><b>Absence Rates</b></p>	<p><b>School</b></p>	<p><b>National</b></p>
<p>PP Pupils 21- 22</p>	<p>8.3% 6.1% Auth 2.3% Unauth</p>	<p>6.3% 4.8% 1.5%</p>	
<p>All Pupils 21-22</p>	<p>6.7% 5.2% Auth 1.9% Unauth</p>		
<p>PP Pupils 22-23</p>	<p>8.4% 6.1% Auth</p>	<p>6.3% 4.8% Authorised</p>	

		2.3% Unauth	1.5% Unauthorised
	All Pupils 22-23	7.0% 5.2% Auth 1.9% Unauth	
	<b>Persistent Absence</b>	School	National
	PP Pupils 21- 22	34.6%	17.7%
	All Pupils 21-22	21.7%	
	PP Pupils 22-23	24.7%	
	All PP Pupils 22-23	17.0%	
<p>Persistent absence has fallen from academic year 21-22 to 22-23 by almost 10% for pupils in receipt of the PPG - strategies in school to engage pupils are having good impact. Absence rates for all pupils however, has remained overall static – leaders to consider best ways to engage these families.</p>			
<p><b>5. Attendance at wider curricular events/clubs is in line with non PP peers</b></p> <p>Club attendance shows at least 30% access for PP pupils</p> <p>Trip attendance shows 100% of PP pupils are attending</p>	<b>Club Attendance:</b>		
	<b>Academic year 21-22</b>	<b>Of all pupils % access to clubs</b>	<b>Analysis</b>
	<b>PP</b>	22% of pupils in clubs	-8 To 30% target
	<b>Academic year 22-23</b>	<b>Of all pupils % access to clubs</b>	<b>Analysis</b>
	<b>PP</b>	34% of pupils in clubs	-3 to % target
<p>This is an improving picture out of the 534 school club places taken up 183 of them were pupil premium children (this may have been some children attending multiple clubs). 30% access for PP pupils target achieved.</p>			

	<p>Next steps – supported, targeted attendance for families in receipt of PPG</p>
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100% of pupils attended school trips in 22/23

Residential data – 53% of non-attenders were PP. 7/13- broadly in line with the peers.