

# Shelton Junior School

## Pupil premium strategy statement 2024-2025



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	280
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Jon Bacon
Pupil premium lead	Danni Barnett
Governor / Trustee lead	Karen Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,680
Recovery premium funding allocation this academic year	£4531.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£176,211

# 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 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. PP pupils typically have a lower reading age than their peers. Some pupils arrive from KS1 with insecure phonic knowledge. This negatively impacts their development as readers, particularly inference and comprehension skills as well as fluency.
2 Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Notably, there are increasing gaps in attainment and progress of boys.
3 Maths	Assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Disadvantaged girls in particular make less progress than their male disadvantaged and non-disadvantaged peers. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies challenging.

4 Personal development	Lack of cultural capital and enrichment opportunities outside of school. Low stimulation outside school and lack of life experience.
5 Mental health and well-being	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger etc). Some individuals are not in a position to make accelerated progress without additional SEMH support, in-school interventions and the support of external agencies. Some pupils have experienced significant trauma in their lives or interruptions to their early childhood development, they need specific and timely intervention delivered by highly skilled adults and external services.
6 Mental health and well-being	Hardship within some PP families – limited support or extended waiting times from external services and families struggling financially. Complex family situations can hinder social and academic progress. Thresholds in social care have risen making it difficult to support families. Therefore, our safeguarding and pastoral team’s workload continues to increase each year.
7 SEND	22.9% of pupils are SEND compared to 17.1% national. 7.1% of pupils have an EHCP plan compared to 3% national. 53% of SEND children are also disadvantaged. Assessments show that PP pupils who are also SEND typically underperform in reading, writing and maths compared to their peers. Services in Derby City have extensive waiting lists such as SALT, OT, NDP pathway, Educational Psychology.
8 Attendance	Absence rates in disadvantaged pupils are higher for low attendance and persistent absence figures.
9 Behaviour and attitudes	Internal behaviour data shows that PP pupils have higher incidents of negative behaviour and attitudes, particularly at unstructured times. Some pupils require bespoke support and intervention.

## 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
Progress in Reading and Phonics	There is a reduced gap between PP pupils and their peers achieving ARE
Progress in Writing	There is a reduced gap between PP pupils and their peers achieving ARE
Progress in Mathematics	There is a reduced gap between PP pupils and their peers achieving ARE
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils who are persistently absent.	Attendance figures to show that the gap between PP and non-PP pupils is diminishing.

## 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)

Projected cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional coaching is used via Steplab to ensure a coherent, mechanism focussed approach to staff CPD. Release time given for training of additional coaches and coaching time.</p>	<p>Professional development package for all teaching staff follows best practice approach – with opportunities for building knowledge, motivating staff, developing teacher techniques and embedding practice all planned for.</p> <p><a href="#">Effective Professional Development - EEF Guidance Report</a></p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>All</p>
<p>Accelerated reader resourcing and purchase of new books related to the ZPD range</p>	<p>Regularly refreshed, up-to-date texts for the children to read are purchased throughout the year so that there is a continual set of new 'Texts to tempt' available.</p> <p><a href="#">Centre for Literacy in Primary Education</a></p>	<p>1, 2, 4</p>
<p>Staff CPD and release time for curriculum and quality of teaching development</p>	<p>Release time for subject leaders to develop the curriculum alongside the curriculum lead. CPD can build knowledge, motivate staff, develop teaching techniques and embed practice.</p> <p><a href="#">EEF Effective Professional Development</a></p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</p>	<p>1, 2, 3, 4, 7</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LKS Enhanced Resource Base set up and resourcing	To support SEL learning for specific pupils including those who are PP, SEND and have an EHCP. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> To Support Pupils with significant SEND in the mainstream	1, 2, 3, 7
Small group tuition targeted at Y6 pupils led by teaching staff	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   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3,
SEMH HLTA (SEL intervention and support) 0.5 of timetable	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="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	All
Phonics and reciprocal reading staffing	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Projected cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Think for the Future behaviour and resilience mentoring	TFTF work with over 150 schools across the country. <b>71%</b> of the students that they work with improve their attendance by <b>10%</b> . Meaning increased learning time in the classroom. <b>72%</b> of the students that they work with reduce their negative behaviour points by an average of <b>52%</b> . Saving staff valuable time and reducing disruption to learning. <b>85%</b> of the students that they work with reduce their fixed term exclusions by <b>15%</b> . Increasing the amount of time students spend in school. <a href="https://www.thinkforthefuture.co.uk/behaviourmentoring">https://www.thinkforthefuture.co.uk/behaviourmentoring</a>	4, 5, 8, 9

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="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5, 6, 8, 9
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 identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5, 6, 8, 9
Breakfast Club Subsidy	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. Magic Breakfast club research has also found that children attending a breakfast club can improve their reading, writing and maths scores by 2 months <a href="https://www.educationendowmentfoundation.org.uk">Magic Breakfast</a>	All
After School Club resourcing	Many schools report after school provision supports attendance in school and aspirational attitudes	4, 5, 6, 7, 8, 9
Lunchtime resourcing	Providing fun play opportunities with exciting resources to lower behaviour incidents and support social learning. There is also a positive impact of physical activity on academic attainment evidenced by the EEF <a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	All
Subsidising clubs	Ensuring all pupils have the opportunity to enjoy and achieve at clubs diminishes social disparity	4, 5, 6, 8
Subsidising Trips/Residential	Ensuring all pupils have the opportunity to enjoy and achieve experiences diminishes social disparity	4, 5, 6, 8
Uniform	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. <a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	6
Staff time for collection/drop off of pupils.	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	1, 2, 3, 5, 8

1:1 Meet and greets – 10 hours per week	<a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	
Behaviour support consistency SEMH HLTA 0.5 of timetable	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. <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	All
Cubbie	Students' time out of class is minimised Students' attention in class is maximised so they are included and participating Less disruption to the rest of the class Occupational therapists tailor programs to meet individual emotional needs <a href="https://cubbie.co.uk/part-of-school-life/">https://cubbie.co.uk/part-of-school-life/</a>	All

**Total budgeted cost: £ 176,211**

## 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 2023-2024 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
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 outcome	Detail of outcome progress
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**1. Improved progress in Reading and Phonics**

There is <2% gap or no gap between PP pupils and their peers achieving ARE

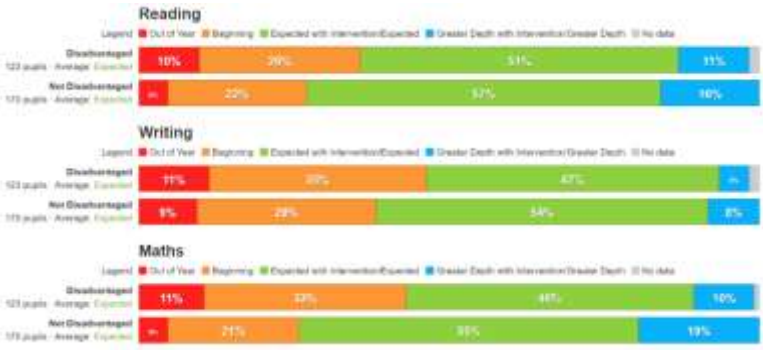
**2. Progress in Writing**

There is <2% gap or no gap between PP pupils and their peers achieving ARE

**3. Progress in Mathematics**

There is <2% gap or no gap between PP pupils and their peers achieving ARE

**TEACHER ASSESSMENT JULY 2024**



- Gaps still seen between disadvantaged and non-disadvantaged pupils. Gaps should be addressed through QFT and interventions.
- Less of a gap in reading compared to writing/maths

**KS2 SATS JULY 2024**



- Disadvantaged pupils outperformed non-disadvantaged pupils in reading. Impact of accelerated reader and interventions in phonics and reading.
- Pupils achieving GDS in writing are PP.
- Disadvantaged girls typically have lower scores in maths.

- 41% disad pupils achieved a score between 100-104 (ARE) compared to 24% for non-disad pupils in maths.

**4. Achieve and sustain improved attendance for all pupils, particularly Disadvantaged pupils who are persistently absent.**

Persistent absence among disadvantaged pupils falls

Attendance between disadvantaged and all pupils is broadly in line

<b>Absence Rates</b>	<b>School</b>	<b>National</b>
PP Pupils 21- 22	8.3% 6.1% Auth 2.3% Unauth	7.6% national
All Pupils 21-22	6.7% 5.2% Auth 1.9% Unauth	
PP Pupils 22-23	8.4% 6.1% Auth 2.3% Unauth	7.3% national
All Pupils 22-23	7.0% 5.2% Auth 1.9% Unauth	
All Pupils 23-24	5.4% 4.1% Auth 1.3% Unauth	6.9% national
PP Pupils 23-24	7.1% 5.2% Auth 2% Unauth	
<b>Persistent Absence</b>	<b>School</b>	<b>National</b>
PP Pupils 21- 22	34.6%	19.2% (23/24)
All Pupils 21-22	21.7%	
PP Pupils 22-23	24.7%	
All PP Pupils 22-23	17.0%	

	PP Pupils 23-24	21.1%																		
	All Pupils 23-24	11.2%																		
<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>	<p>Persistent absence has fallen from academic year 22-23 to 23-24 by 3% for pupils in receipt of the PPG - strategies in school to engage pupils are having good impact. However, the difference in persistent absence gap between PP and non-PP is 10%.</p>																			
<table border="1"> <thead> <tr> <th data-bbox="465 376 790 496">Club Attendance 23/24</th> <th data-bbox="790 376 1081 496">All</th> <th data-bbox="1081 376 1373 496">PP</th> <th data-bbox="1373 376 1668 496">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="465 496 790 572">Autumn</td> <td data-bbox="790 496 1081 572">129</td> <td data-bbox="1081 496 1373 572">31 - 24%</td> <td data-bbox="1373 496 1668 572">98 – 76%</td> </tr> <tr> <td data-bbox="465 572 790 649">Spring</td> <td data-bbox="790 572 1081 649">112</td> <td data-bbox="1081 572 1373 649">29 – 26%</td> <td data-bbox="1373 572 1668 649">83 – 74%</td> </tr> <tr> <td data-bbox="465 649 790 730">Summer</td> <td data-bbox="790 649 1081 730">132</td> <td data-bbox="1081 649 1373 730">42 – 32%</td> <td data-bbox="1373 649 1668 730">90 – 60%</td> </tr> </tbody> </table>	Club Attendance 23/24	All	PP	Non PP	Autumn	129	31 - 24%	98 – 76%	Spring	112	29 – 26%	83 – 74%	Summer	132	42 – 32%	90 – 60%				
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	<ul style="list-style-type: none"> <li>• Sports clubs have the most intake of PP</li> <li>• Clubs are still offered at a reduced rate for the term</li> <li>• SLT to consider variety of clubs offered and number of pupils per club as it has reduced last year. Some clubs have not had as much as an intake as others.</li> <li>• Trip attendance for PP 100% - reduced rate offered</li> <li>• Summer trips for LKS/UKS were free to all pupils</li> <li>• Y6 residential trip 20/25 PP attended. Non-attendance for reasons not related to finance.</li> </ul>																			