

# Pupil Premium Strategy Statement

## Shadsworth Junior School

This statement details our school's use of pupil premium (and 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	58% (130 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Jenny Hetherington Headteacher
Pupil premium lead	Martyn Hewitt, Deputy Headteacher
Governor / Trustee lead	Jackie Gallagher, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
Recovery premium funding allocation this academic year	£20,592
Pupil premium funding carried forward from previous years	NA
<b>Total budget for this academic year</b>	<b>£230,112</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### **School Demographic:**

Shadsworth Junior School is situated in an area of very high social and economic deprivation on a housing estate owned predominantly, by a Housing Association.

The school is two form entry Junior School with pupils in Year 3 to Year 6

48% of pupils have Special Educational Needs which is rising year on year. Two Special Educational Needs (SEND) provision classrooms provide timetabled, targeted provision for some SEND children with MLD. These rooms are known as the Forest Room for Y3 and Y4 children and The Hive for Y5 and Y6 children.

82% of our pupils live in the bottom 5% of the most deprived nationally (Index of Deprivation affecting Children & School Census) January 2023

124 large number of children are eligible for FSM. The socio-economic backgrounds of the children are predominately un-skilled with high levels of unemployment. Health issues, both physical health and mental health, 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.

### **Our Intent:**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our current focus is linked to the following areas:

1. To continue narrowing the gap between PPG and Non-PPG in each year group
2. To support pupils with additional learning and mental health needs
3. To support families so pupils' attitude and attendance at school is improved
4. Fill the gap due to a lack of home support for the core subjects
5. Year 6 pupils to be ready for High School – academically and emotionally

High-quality teaching and good relationships are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic,

Our approach will be in direct response to common challenges and individual needs, based on thorough assessment and knowledge of each pupil. We will not base them just on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

Challenge number	Detail of challenge
1	The large, and increasing, number of pupils with SEND and low-level learning. We currently have 48% SEND through school and this is steadily increasing each year.
2	Children not being ready to learn as they enter class and an increasing number of pupils with emotional and mental health problems
3	Attendance and punctuality issues <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils stands at 92.35% compared to non-disadvantaged pupils which is currently 93.23%</p> <p>58% of disadvantaged pupils 'persistently absent' (less than 95%) compared to 50% of their peers during that period. Both are extremely poor. Despite an immense amount of targeted work on attendance, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged and non – disadvantaged pupils' progress.</p>
4	Poor communication and social skills with a lack of vocabulary and oracy skills. Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic. These findings are supported by national studies. <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing which was the hardest subject to teach remotely.</p>

5	Limited experiences of outdoor activities, life skills, travel and adventure which limits their knowledge and aspirations outside of their estate.
6	Increasing number of pupils with EAL pupils who are new to school. 19% of pupils now have English as an Additional Language compared to 9.76% in 2019 – the number has doubled and continues to rise.
7	High % of pupils living in chaotic families with links to drugs, alcohol and domestic violence

## 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 pupils make progress and gap narrows between disadvantaged and others in reading	KS2 Reading results will show good progress has been made since Year 3 in reading and SEND pupils have made good levels of progress based on their IEP targets. The New Framework for reading will be fully incorporated into the scheme of work alongside training and work on phonics at an appropriate age level.
All pupils make progress and gap narrows between disadvantaged and others in writing	The gap between attainment of PP and Non-PP is reducing in writing. Spelling and grammar improve and results become closer to pre-pandemic times.
All pupils make progress and gap narrows between disadvantaged and others in the Core Subjects	KS2 maths outcomes in 2024/25 show that an increasing % of disadvantaged pupils meet the expected standard or exceed it.
Monitor the support offered in the Hive and Forest Room to support learning of pupils who struggle to access the mainstream classroom on a full-time basis	Pupils in a SEND provision receive high quality teaching which enables them to make good, personal progress. More pupils are accessing their mainstream classrooms each day and able to access learning using the adaptive teaching method of the class teacher and classroom support.
To achieve and sustain improved attendance for all pupils, particularly	At the end of the summer term 2023 our attendance was 92.8% which is below the National target of 96% Our persistent absences were 27.1% well below the National Average of 17% for 2022/2023.

our disadvantaged pupils.	<p>Target: Sustained high attendance by 2024/25 demonstrated.</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 1.8% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of all pupils who are persistently absent being below 10%</li> </ul>
---------------------------	---

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

Budgeted cost: £131,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching using adaptive teaching methods fully and expertly	<p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1 3
To offer intensive, small group support for SEND pupils with low level learning needs.	<p>EEF: The 5 a day approaches are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND.</p> <p>EEF: International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1 3 6
To provide a wide, rich curriculum and additional experiences e.g. music tuition, Forest School Educational Visits	<p>EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF: Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	2 5 7

Pupils can speak confidently with accuracy whilst showing improved vocabulary and grammar in all lessons	EEF: The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2
Pupils with EAL have support to accelerate their acquisition of English through the EAL Hub	EEF: Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact  <a href="#">Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact</a>	6

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

Budgeted cost: **£62,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using a Tutoring Service during long holiday pupils to boost and retain learning	EEF: Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	3 3 4
Employ a S&L Therapist One day each week	EET: Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	4
Employ a teacher for three days each week to provide Specific S&L interventions advised by the therapist		
Employ a part time teacher to support pupils with EAL who are new to the country	EEF: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	6
Employ a teacher and two Support Assistants to provide	EEF: Small group tuition approaches can support pupils to make effective progress by	1

high quality teaching and interventions for pupils with SEND	providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
Employ a teacher to lead high quality learning interventions across school	EEF: For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3

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

Budgeted cost: **£42,071**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Pupil Wellbeing Co-Ordinator 3 days each week  Employ a part time family support worker	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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2 7
Employ a Play Therapist for half a day each week  Offer a voluntary placement for a student Play therapist one day a week	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2 7
Offer an Enrichment Night for developing Social Skills every week	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.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	5 7

**Total budgeted cost: £235,716**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Assessment Data

The data, although there is a gap between disadvantaged pupils and non-disadvantaged pupils, the gap is less than the National Data shows and is improving.

#### Key Stage 2 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (FSM6, LAC and AFC) achieving at least the expected standard for each subject area with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Shadsworth Junior School DfE Number: 2168						Key Stage 2 - Pupil Premium Gap Analysis			
	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %	LA - Pupil Premium pupils			
	No. of eligible pupils	% achieving:	No. of eligible pupils	% achieving:		PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA	Gap %
Reading Exp+	40	67.5%	19	78.9%	-11.4%	60.4%	7.1%	75.0%	-7.5%
Writing TA EXS	40	55.0%	19	78.9%	-23.9%	57.6%	-2.6%	76.4%	-21.4%
GPS Exp+	40	60.0%	19	73.7%	-13.7%	62.2%	-2.2%	79.4%	-19.4%
Maths Exp+	40	75.0%	19	78.9%	-3.9%	61.4%	13.6%	78.4%	-3.4%
Science TA EXS	40	72.5%	19	89.5%	-17.0%	69.1%	3.4%	83.1%	-10.6%
RWM Exp+	40	47.5%	19	68.4%	-20.9%	45.9%	1.6%	65.3%	-17.8%

Nationally, in 2023, 30% of pupils at the end of key stage 2 were considered disadvantaged.

At Shadsworth Junior School, 66% of pupils were considered disadvantaged – more than double the National Average.

Nationally, in reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022.

At Shadsworth Junior School 47.5% of disadvantaged pupils reached the expected standard which is higher than the National Average

Nationally, in 2023, 3% of disadvantaged pupils met the higher standard in reading, writing and maths (combined)

At Shadsworth Junior School Disadvantaged pupils reaching greater depth was above National Average in Reading, writing and Maths.

10.3% in Reading

5.1% in Writing

28.2% in Maths

### **Data for SEND Pupils**

Nationally. In 2023, 20% of pupils at the end of key stage 2 had a special educational need (SEN). Pupils with SEN either have an Education, Health and Care Plan (EHCP) or receive SEN support. In 2023, 5% of all pupils had an EHCP and 16% were on SEN support.

Shadsworth Junior School in 2023 49% of the Year 6 cohort were on the SEND list – more than double the national average. 10% of year 6 cohort had an EHCP and 39% were on SEND support.

Nationally, 8% of SEND pupils reached the expected standard. Of the SEND pupils, 20% achieved the combined age expectation in all three subjects. 8% achieved it on an EHCP and 24% achieved it with SEND support.

At Shadsworth Junior School, 35% of SEND pupils reached the expected standard in all three subjects. No pupils with an EHCP achieved it but 35% of pupils with SEND support achieved the expected standard.

Apart from pupils with an EHCP (who all transitioned to a specialist provision for Y7) we have greatly exceeded that of the National Data.

### **To Improve Attendance and Persistent Absences**

This is an area the whole school have been focussed on for some time. Our Pupil Wellbeing Coordinator alongside the headteacher, take a lead on this area and we have also employed a family support worker with the only aim of improving attendance and working with families. Sadly, attendance remains a concern and is below the national average. To try and improve attendance we:

- Make daily phone calls for absent children,
- Sent warning letters when attendance is becoming a concern and our Pupil Wellbeing Coordinator and FSW work with families and provided support and advice on how to improve attendance.
- Weekly CAF meetings with the Infant School provided opportunity to discuss families where attendance was a concern and to put in place actions to try and support our families.
- Attendance rewards and activities of incentives each term – this is daily and weekly for identified pupils.
- Have two walking buses every day
- Intensive tracking and monitoring systems in place
- Have a whole page on a newsletter each week devoted to attendance
- Hold assemblies to discuss and promote good attendance
- Have re-structured events in school when data often dips to encourage better attendance
- Involvement of the whole school staff who do there bit no matter how small
- We are part of the Local Authorities, Fast Track to Attendance Pilot Programme.
- We have tried on two occasions to be accepted by the National Attendance Hubs but sadly, we have not been accepted.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Purple Mash (Computing)	Maths Circle Ltd
Learning by Questions	Learning by Questions
Spelling Shed	EdShed
Times Table Rock Stars	Maths Circle Ltd
Charanga (Music)	Charanga
Jigsaw PSHCE	Jigsaw
Little Travel Bug (Geography)	Oddizzi
Picture News (Oracy)	Picture News
IDL (Dyslexia Software)	IDL

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- We have used DfE grant to train a senior mental health champion.
- We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Event	Year 3 Number of Pupils	Year 4 Number of Pupils	Year 5 Number of Pupils	Year 6 Number of Pupils	TOTALS
Rick Kidz	56	54	54	59	223
Enrichment Night	56	54	54	59	223
Farm	56	54	54	59	223
Dodgeball	56	54	54	59	223
Kooth				59	59
Rovers			54		54
GULP	56				56
Manchester Science Museum		54			54
Theatre trips	56	54	54	59	223
Chester Roman Museum Trip		54			54
Lake's trip -	56				56
Helmshore trip		54			54
Tennis Centre trip		54	54		108
UCLAN			54	59	113
Money Matters			54		54
Dance Festival	56	54	54	59	223
Laser Tag	56	54	54	59	223
<b>TOTAL NUMBER</b>					<b>2,223</b>