

# Robert Shaw's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Robert Shaw Primary and Nursery School
Number of pupils in school	419 plus 38 Nursery Total: 457
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 and 2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governors
Pupil premium lead	Karen Coker
Governor / Trustee lead	Claire Smith & Jill Wilkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,805
Recovery premium funding allocation this academic year	£13,920
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	£142,725

# Part A: Pupil premium strategy plan

## Statement of intent

Robert Shaw Primary and Nursery School's ultimate objectives are in line with the whole school development plan and can be summarised as follows:

- To improve outcomes in reading, writing and maths through quality first teaching and targeted academic support.
- To develop strong communication and language skills by teaching evidence based oracy strategies
- To provide a high quality targeted support and intervention to ensure that the children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, ensure pupils' personal development and wellbeing.

Our strategy is aligned to our vision, values and ethos and are built on being 'Respectful, Responsible and Resilient' learners with everyone having high aspirations for their own future. Disadvantaged pupils are entitled to a rich and diverse and relevant curriculum. Our reviewed curriculum is specific to our school and our school community and aims to prepare all children to be global citizens and to invest in and enjoy their education in order to achieve high academic standards. Themes are rooted in real issues and delivered through answering a 'big' question. All children have access to high quality first teaching, which is targeted to individual, group and cohort to ensure that every child's needs are met. Strategies are evaluated for impact, in order to enable every child to make accelerated progress from their starting points.

Our school's strategy is based in an inclusive approach, where every child is given the right challenge and support to flourish, with a focus on academic rigor, wellbeing support and the development of cultural capital. It is based on a tiered approach, making sure that the challenges that disadvantaged pupils face are understood by the school team, addressed and overcome.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication:</b> At Robert Shaw we have a large proportion of our children who speak English as an additional language: 81%, and some of these children are also new to English. Of our pupil premium children 70 (67%) speak English as an additional language.

	Many of our children arrive with oracy and communication skills which are below the expected standard, which makes accessing the curriculum difficult for them.
2	<b>Attendance:</b> Attendance rates are below expected. The attendance rate of pupil premium pupils in 2021/22 was 90.3%, which is below that of non pupil premium children. This is due to a number of factors including, health issues, family circumstances, lack of awareness of the impact of missing education and a number of families who travelled abroad.
3	<b>Attainment:</b> Attainment on entry for most children is low in all areas of learning, and often children come to school lacking key skills such as toileting, still using bottles and arriving in buggies. On entry in 2021/22 only 14% of children achieved expected.
4	<b>Wellbeing:</b> The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met to enable these children to flourish.
5	<b>Experiences:</b> Knowledge of the wider world is limited for some of our disadvantaged pupils, who also have limited funds to access enrichment or first hand experiences. The pandemic has exacerbated the limiting of access to events or places to visit. Many of our parents have a language barrier which can make it difficult for them to be fully involved in their child's learning.

## 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
At least good progress and attainment for pupil premium children in reading, writing, maths and oracy.	<p>All teaching to be judged to be at least effective, with increasingly highly effective teaching .</p> <p>All teachers will be effective in their delivery across the curriculum, using the schools lesson structure and challenge for all pupils</p> <p>All teachers are effective in delivering research based oracy strategies.</p> <p>Communication and oracy opportunities are woven throughout the curriculum.</p> <p>All children who are new to English to make accelerated progress in their language acquisition, through a bespoke induction process and ongoing support.</p> <p>Read Write Inc assessments demonstrate accelerated progress in phonics</p> <p>At least 85% of PP children achieve expected or above progress in reading, writing and maths.</p>

	PP pupils are in line with or exceed their peers nationally in reading, writing and maths.
The attendance of pupil premium pupils is 95% or better.	<p>Attendance data is reviewed daily in order to support the most vulnerable pupils and their families.</p> <p>Weekly attendance review, with interventions for targeted families.</p> <p>Attendance audit to identify what is working well and what more can be done to improve attendance.</p> <p>Class and whole school attendance incentives show to have impact on improvement in attendance, at review.</p> <p>Attendance and intervention impact report shared at governors meetings show improved attendance.</p>
All pupil premium children access enrichment activities which broaden and enhance the curriculum.	Pupil premium children access all enrichment opportunities including after school clubs and this is evidence in internal data and registers.
Wellbeing and mental health issues are addressed enabling all pupils to be ready for learning.	<p>Reduction in behaviour incidents logged on scholarpack.</p> <p>At least 85% of pupil premium children achieve expected or above progress in reading, writing and maths.</p> <p>The attainment of pupil premium children is in line with or better than their peers nationally in reading, writing and maths.</p>

## 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: £ 56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed 'Quality First Teaching (QFT)' by providing all teaching staff with high quality professional development opportunities, and ongoing coaching.</p> <p>Develop a 'tool box' for teaching and learning based on Rosenshine's principles and the teaching and learning fundamentals.</p> <p>Development activities to focus on the impact of CPD and school development priorities.</p> <p>Leadership release to enable monitoring across the curriculum and identification of next steps and to support colleagues.</p> <p>Provide staff with opportunities to observe highly</p>	<p>The following evidence underpins our activity:</p> <p><b>NFER Research:</b></p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</b></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.'  <b>(Supporting the attainment of disadvantaged pupils – DfE)</b></p> <p><b>The Education Endowment Foundation's (EEF) Guidance - Improving Literacy in KS2. Key considerations from the reports include:</b></p> <p>Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from</p>	<p>1, 3</p>

<p>effective practice across the school and Trust.</p>	<p>focusing on word recognition 1 and 2 7 and can be redirected towards comprehending the text.</p>	
<p>Additional time given to staff to sequence planning to include enrichment activities,</p> <p>Staff given time to lead after school clubs/activities</p> <p>Curriculum conversation (i2i) days are developed to enable year groups to plan collaboratively with the deputy head teacher in order secure specificity of subject planning, building on prior learning, which includes enrichment activities.</p>	<p><b>NFER Research</b> shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</a></p> <p><b>The CEA curriculum planning and design website states</b> that ‘ The Social Mobility Commission's 2019 report An Unequal Playing Field: Soft Skills and Social Mobility emphasises the benefits of pupil participation in extracurricular activities such as sport, leisure and the arts. Enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in school life, this can also affect attainment in qualifications and help reduce dropout rates.</p>	<p>1,3,5</p>
<p>Increase leadership capacity to strengthen QFT</p>	<p><b>NFER Research</b> shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf</a></p>	<p>1,2,3</p>
<p>Provide opportunities for children to speak with confidence and clarity.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p>	<p>1,3,4</p>

	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions led by TAs and Teachers.</p> <p>Purchase of additional resources both paper and digital</p>	<p><b>EEF Toolkit:</b> Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>TAs to be deployed by class teachers to address misconceptions, pre and post teach. Interventions also to support wellbeing and involvement. The evidence below highlights the impact that TAs can have when deployed effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>	1,3,4
Implement a program of tutoring	<p><b>The National Tutoring Programme</b> outlines the key benefits of tutoring:  <a href="https://nationaltutoring.org.uk/about/">https://nationaltutoring.org.uk/about/</a> EEF –</p>	1,3,

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full time learning mentor.</p> <p>Learning mentor to support children and families to improve attendance.</p> <p>Learning mentor to provide sessions for children identified from Leuvan and day to day behaviours, through targeted intervention and wellbeing support.</p> <p>Elsa training for identified staff.</p> <p>Elsa trained staff to provide sessions for children identified through Leuvan and day to day behaviours to support with mental health and wellbeing</p> <p>Development of a calm space</p>	<p>- Based on EEF findings children’s outcomes can improve by adopting strategies linked to self regulation (+7), parent engagement (+4) and social and emotional interventions and learning ( +4)</p> <p>Other evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress</p> <p><b>NFER research</b> shows that pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a></p>	2,3,4
<p>Maintain effective attendance incentives and tracking systems.</p>	<p><b>NFER research</b> shows more successful schools set up rapid response systems to address poor attendance. This includes 5/10 staff contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to</p>	2



<p>Attendance daily monitoring including home visits</p>	<p>address any barriers they face in getting their children to school. There is a clear link between poor attendance and lower academic achievement.</p> <p>For example, higher overall absence leads to lower attainment at the end of KS2 and KS4.</p> <p>Pupils with persistent absence are less likely to stay in education. The document below outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance</p> <p>.</p> <p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-forsecuring-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-forsecuring-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>Create a club to combat and impact poor attendance and persistent absentees.</p>	<p>Through research online, looking at other schools and discussions with leaders, It was noted that other schools have seen benefits in running an 'attendance club' which aims to reward persistent absentees and those of low attendance for improved and good attendance.</p> <p>We will aim to use rewards to compliment good and improved attendance and provide a safe calm space for the PP children to attend during one lunchtime a week.</p> <p>The club will be an opportunity for the children to relax, talk to peers and staff, eat their lunch and purchase rewards through gaining a balance of dojos from improved and outstanding attendance.</p> <p>Attendance is monitored weekly and fed back to the children with a short discussion about what has gone well and what hasn't and how it could be improved if needs be.</p>	<p>1, 2, 4.</p>

**Total budgeted cost: £ 142,725**

## 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 2021-2022 academic year.

The school's pupil premium strategy is a 2 year plan, covering academic year 21/22 and 22/23. The strategy is based on a tiered approach focusing on teaching priorities, targeted academic support and wider strategies.

Throughout 21/22 we monitored and reviewed the impact of our pupil premium strategies to ensure that the funding was used effectively to improve outcomes and opportunities for disadvantaged pupils.

#### **Teaching:**

Bespoke continuous professional development for the teaching and learning team, has had a focus on the delivery of the school's teaching and learning ambition and Rosenshine's principles in order to create a consistent approach and has ensured that quality first teaching is a key driver in the success of the strategy. A rigorous monitoring and evaluation cycle was in place to ensure the effectiveness and impact of the strategy. The school also benefitted from an Ofsted inspection, Trust review, attendance review and peer pupil premium review. 94% of teaching was judged to be at least effective.

Throughout the academic year, disadvantaged pupils were a focus during pupil progress meetings to identify and celebrate the progress being made but also to identify ways to improve progress and attainment further. During pupil progress meetings teachers were able to discuss the barriers for disadvantaged pupils and what they were doing in order to overcome these.

Ofsted noted: *'Staff expect all pupils to do well. Teachers check what pupils can remember from previous lessons. If pupils have any gaps in their knowledge due to the disruption of the COVID-19 (coronavirus) pandemic, teachers adapt their teaching to fill these gaps...They adapt their teaching to meet the needs of the children'* and *'Leaders and staff want all pupils to achieve well. Even at this early stage of the school year, teachers have already established routines, high expectations and relationships with pupils. If pupils need extra support, they get it quickly'*

Parent views were:

100% said their child is happy at school

93% felt the school had high expectations for their child

96% felt that their child did well at school

Parents commented:

*'Really professional friendly staff who have also supported my children to do their best.'*  
*'The school know the children personally and make every effort for their social needs as well as educational needs. I will be sad the day my son leaves In July and daughter in 2 years.'*

Parents have said that they would like a wider range of after school clubs and this will be addressed next academic year.

### **Targetted Academic Support:**

Internal data is analysed by curriculum, phase and senior leaders throughout the year and is discussed during pupil and school progress meetings. Groups are identified and then supported through identified strategies, interventions and targeted support, particularly for those pupils from a disadvantaged background. This has had a direct impact on the progress and attainment of disadvantaged pupils.

Statutory data shows that there remains a gap between our disadvantaged pupils and those nationally. This will continue to be a focus of the strategy in 22/23.

### **Key Stage 1**

<b><u>ARE+</u></b>	School PP	National	National PP
Reading EXS+	46%	67%	51%
Reading GDS	15%	18%	8%
Writing EXS+	39%	58%	41%
Writing GDS	15%	8%	3%
Maths EXS+	69%	68%	52%
Maths GDS	23%	15%	7%
Combined EXS+	39%	53%	37%
Combined GDS	15%	6%	2%

### **Key Stage 2**

<b><u>ARE+</u></b>	School PP	National	National PP
Reading EXS+	44%	74%	62%
Reading GDS	0	28%	17%
Writing EXS+	38%	69%	55%
Writing GDS	13%	13%	6%
Maths EXS+	25%	71%	56%
Maths GDS	13%	22%	12%
Combined EXS+	25%	59%	43%
Combined GDS	0	7%	3%

## Phonics

	Year 1	Year 2
School PP	57%	33%
National	75%	87%
National PP	63%	

## EYFS GLD

School PP	50%
National	65%

## Wider Strategies:

The school underwent an attendance review in order to identify what more can be done to improve attendance, particularly that of disadvantaged pupils. The Learning Mentor has also focused on attendance, behaviour and wellbeing. Case studies indicate the impact of the work that has been undertaken with pupils and their families. Attendance remains a school priority with the attendance of disadvantaged pupils being lower than their peers.

The vast majority of PP children behave well. Ofsted noted: *'Adults expect pupils to behave well. Pupils live up to these expectations. They pay attention in class and walk down the stairs, or into assembly after playtime, sensibly and quietly.'*

SEMH and wellbeing have been supported by the learning mentor. Children are targeted through the use of wellbeing assessments, staff and self referral. Case studies have been used to monitor impact of the work carried out

A member of staff has completed the ELSA training and this will be used to support wellbeing next academic year.

Canoville Coaching sessions have been used to target individuals with behavioural and emotional needs. These sessions proved to be helpful for pupils to focus, and engage in lessons.

Supporting pupils with SEMH and their wellbeing needs will continue to be a focus in the next academic year.

Our revised curriculum based around big questions continues to provide children with a variety of opportunities to take part in enriching activities. Enrichment activities are inclusive to all pupils and support is given to children entitled to the disadvantage funding to support their attendance at these. Pupils have been provided with a variety of opportunities to enhance their cultural capital throughout the year including; DARE, Primary Parliament, School council, external visits, visitors into school, sports clubs and the school choir out in the community.

## 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
Coaching support	Canoville Coaching

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA