

Pupil premium strategy statement 2023–2024

Armthorpe Shaw Wood Academy

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	372 (Excluding nursery)
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Parker-Watts (Headteacher)
Pupil premium lead	Lindsey Taylor (Deputy headteacher)
Governor / Trustee lead	Karen Woodstones (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,860
Recovery premium funding allocation this academic year	£13,775
Pupil premium (and recovery premium) funding carried forward from previous years	Nil
Total budget for this academic year	£156,635

Part A: Pupil premium strategy plan

Statement of intent

At Shaw Wood Academy we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind irrespective of their background or the challenges they face. We are determined to ensure that our children are given every chance to realise their full potential and will ensure good progress for those who are already high attainers.

We aim for our disadvantaged pupils to access quality first teaching and if required, targeted interventions, as well as extra-curricular activities lead by our passionate staff team.

At Shaw Wood Academy, we provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work together to ensure that the gap between our disadvantaged pupils and their non-disadvantaged peers closes. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being.

Our Pupil Premium Strategy has been carefully considered alongside research by the Education Endowment Foundation (EEF), our school demographic and the wider challenges faced by our disadvantaged pupils.

Long Term Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils to make or exceed national expectations.
- To ensure that the communication and language gap is narrowed effectively in EYFS and KS1.
- Our pupils feel happy and cared for at our school.
- For the attendance of our disadvantaged learners to be above average.

Aims

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate support is assessed and addressed for our pupils and their families.
- Recognising that not all pupils who are 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.
- Providing regular opportunities for pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Increasingly low standards of oracy and communication skills : both on entry to EYFS and throughout KS1. On entry into nursery (23-24), only 35% of the children were at age related expectations for speaking. WellComm data shows that only 31% of the reception cohort (23-24) are at age related expectations for speaking.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers . In 2022 , 17% of disadvantaged children met the phonics assessment. In 2023 , 50% of the children met the expected standard.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils continues to be below that of non-disadvantaged pupils in KS1 and KS2 .
4	28% of our disadvantaged children are classed as needing SEND support – including 2 children with EHCPs and 5 LAC children with complex academic and social vulnerabilities. School currently has 21% of children with SEND.
5	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the longer impact of Covid 19.</p> <p>Although many of our children have caught up with their learning after the partial closures of school in 2020 and 2021, we have seen the wider impact of those children entering EYFS. Our current reception cohort only have 41% working at age related expectations for personal, social, and emotional development on entry. 22% of our nursery children were at age related expectations on entry. We hypothesise that this is due to limited interaction/ socialisation but also the lack of support for parents during the pandemic (whilst the children were babies or toddlers).</p> <p>This is exacerbated by 63% of school community being within the lowest 20% of deprivation areas in England using Education and Skills as a</p>

	<p>measure - impacting on parent's ability to support children in their home setting</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 0.7% lower than for non-disadvantaged pupils. We will continue to work to reduce/remove this difference.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	<p>Year 1 phonics outcomes in 2024/2025 show that more than 80% of disadvantaged children met the expected standard</p> <p>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate to be consistently at 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated. • the percentage of all pupils who are persistently absent being below 5% for disadvantaged pupils.

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: £398,802.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Disadvantaged Pupil Lead teacher (DP)	<p>EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.</p> <p>The DP lead will monitor the impact of teaching and interventions and ensure class teachers maintain disadvantaged learners as a priority.</p>	1, 2, 3, 4
<p>Embedding language knowledge and development activities across the school curriculum.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Purchase of a Little Wandle (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our reading teaching/curriculum planning and delivery.</p> <p>Fund a reading specialist external advisor to support in school.</p> <p>Fund teacher release time to embed key elements of the reading curriculum.</p>	<p>Reading approach/teaching uses explicit teaching of metacognitive strategies. It also uses evidence based on reading comprehension strategies based on EEF guidance.</p> <p>Metacognition and self-regulation -EEF Toolkit</p> <p>Reading comprehension strategies-EEF Toolkit</p>	2, 3

Fund TLR English lead to oversee and embed the English curriculum across school.		
<p>Pedagogy training and support for all staff. Including after school sessions and coaching/ support where needed.</p> <p>Purchase of Iris Connect to support with pedagogy practice and evaluation in school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	2, 3, 4
Internal and external staff training for teachers and TAs to ensure they have the skills and knowledge to meet the needs of all our SEND children in school	The EEF states that 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	4
<p>Improve the quality of social and emotional learning.</p> <p>School will embed THRIVE approaches into routine educational practices which will be supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
TA support in every classroom to support teaching and learning	<p>EEF- Impact of TAs</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	1,2,3,4,5

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

Budgeted cost: £9,594.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated 'Communication Champion' to deliver specialised 1:1 SALT programme and group interventions</p>	<p>EEF research shows oral language interventions have the largest impact in early years (+7 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2, 4</p>
<p>WellComm Speech and Language toolkit purchased.</p> <p>https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p> <p>Screening and intervention for children in F1, F2 and Year 1.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Additional 'Little Wandle' phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Targeted small group intervention for reading, writing and maths focused on disadvantaged children from Y2- Y6.</p> <p>This will happen throughout the school day and after school.</p>	<p>EEF-The average impact of small group tuition adds an additional 4-months progress over the course of the year.</p> <p>EEF- TA Interventions +4 months impact.</p>	<p>2</p>
<p>1:1 tuition for Looked After Children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>2,3,4</p>

	method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,609.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Breakfast Club Ensuring the children are ready to learn.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	All
Full time pastoral manager and Health and Wellbeing Mentor: <ul style="list-style-type: none"> - Small group and 1:1 supporting children (Thrive) - Family support - Delivering training and supporting staff - Liaising with agencies for additional support 	https://www.thriveapproach.com/impact-and-research https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies EEF- Working with parents to support children's learning	All
Development and changes to Behaviour policy. All staff training and support. Antibullying alliance accreditation.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £480,006.07

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, Multiplication check, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

EYFS

69% of our PP (Pupil Premium) children achieved a Good Level of Development compared to 72% of our NPP (Not Pupil Premium). The gap has significantly narrowed since 2022 from 55% to 3%. PP children are 15% above LA data and 17% above national.

Phonics

In year 1 50% of the PP children achieved the expected standard compared to 78% of the NPP, with a gap of 28%. However, when compared to 2022, this gap has reduced by a further 30%. PP children are 19% below LA data and 17% below national.

Key Stage 1

Reading: 46% of the PP children achieved the expected standard in reading compared to 69% of NPP (a 23% gap). Since 2022 the gap has diminished by 9%. PP children are 6% below LA data and 8% below national.

Writing: 46% of the PP children achieved expected standard compared to 69% of the NPP (a gap of 23%). Since 2022 the gap has diminished by 17%. PP children are 4% above LA data and 1% above national.

Maths: 77% of the PP children achieved expected standard compared to 84% of NPP (a gap of 7%). The gap has reduced by 19% compared to 2022. PP children are 21% above LA data and 9% above national.

Combined: 46% of the PP children achieved expected standard in reading, writing and maths compared to 59% of the NPP. The gap has significantly reduced by 31% when compared to 2022. PP children are 6% above LA and national data.

Year 4 Multiplication Check

64% of the PP children achieved a score of between 21 to 25, passing the test, compared to 79% of the NPP. The average score for the PP children was 22 compared to 22.5 for the NPP. Our PP children did very well and achieved + 3 marks compared to local and + 3.6 compared to national.

Key Stage 2

Reading: 59% of the PP children achieved the expected standard in reading compared to 80% of NPP (a 21% gap). Since 2022 the gap has widened by 12% compared to 2022. PP children are 3% above LA data and 1% below national.

Writing: 55% of the PP children achieved expected standard compared to 80% of the NPP (a gap of 25%). Since 2022 the gap has widened by 7%. PP children are 2% above LA data and 3% below national.

Maths: 77% of the PP children achieved expected standard compared to 92% of NPP (a gap of 15%). The gap has reduced by 9% compared to 2022. PP children are 19% above LA data and 18% above national.

Combined: 45% of the PP children achieved expected standard in reading, writing and maths compared to 68% of the NPP (a gap of 23%). The gap has widened when compared to 2022. PP children are 5% above LA and 1% above national data.

Absence among disadvantaged pupils was 0.7% higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our data and observations on pupil behaviour continues to be positive and improving, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.