

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Shefford Lower School
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Polly Ross Headteacher
Pupil premium lead	Lorraine Freeman Deputy Headteacher
Governor	Michelle Hodson-Reed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,107.00
Recovery premium funding allocation this academic year	£ 8,265.00
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	£ 105,372.00

## Part A: Pupil premium strategy plan

### Statement of 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, in line with their peers, to achieve that goal, including progress for those who are already expert learners.

We will consider the challenges faced by vulnerable pupils, and our vulnerable pupil team will ensure that we address these challenges and provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Shefford Lower School.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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.
3	Our attendance data over the last 3 years, 2016/17 – 2018/19 (prior to Covid restrictions), indicates that attendance among disadvantaged pupils has been in the highest 20% of all schools.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments and observations indicate that there is a significant gap in attainment in writing between our disadvantaged and non-disadvantaged pupils.
6	Our assessments and observations indicate that there is a significant overlap between SEND and Pupil Premium for many pupils in our school, particularly SEMH needs.

## 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows. Attendance for PP pupils is above 96%
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys & pupil voice reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard or above.

## 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: £40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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. (Oral Language Interventions EEF)</p>	<p>1, 2, 5 &amp; 6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<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: (Phonics EEF)</p>	<p>2</p>
<p>Participation in the Thinking Classrooms Programme – focus on meta-cognition and self-regulation</p>	<p>There is a strong evidence base that the average impact of meta-cognition &amp; self-regulation strategies is an additional 7 months progress over the course of the year. (Meta-cognition &amp; Self-Regulated Learning EEF)</p>	<p>1, 2, 4, 5 &amp; 6</p>

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

Budgeted cost: £58,165.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: (Phonics EEF)	2
Additional writing sessions targeted at disadvantaged pupils who require further support.	High quality structured interventions, supported by accurately assessing pupils needs alongside modelling & supported practice have a positive impact on pupils, particularly those from disadvantaged backgrounds. (Improving Literacy Skills EEF)	4
Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. (Small Group Tuition EEF)	1, 2, 4, 5
Additional sessions & support available targeted at disadvantaged pupils with SEMH needs.	Social and emotional learning interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions. This has an impact on their academic learning. Social & Emotional Learning (EEF)	6
Additional sessions & support available targeted at disadvantaged pupils.	There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Metacognition & Self-Regulation (EEF)	4 & 6

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

Budgeted cost: £7,207.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in RADY	Challenging Education provide training and ongoing support to ensure that we: continue to raise awareness of our disadvantaged pupils across school; that we have proportionate representation of our disadvantaged pupils in all aspects of school and apply 'uplift' to their targets.	1, 2, 3, 4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Parental engagement	There is a strong evidence base that parental engagement has a positive impact on average of 4 months additional progress for children. (EEF – Parental Engagement)	1, 2, 3, 4, 5, 6

**Total budgeted cost: £105, 372.00**

# 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 to 2023 academic year.

### Review of Actions 2023-24

#### Embedding dialogic activities across the school curriculum.

BPVS has now been brought to be used in Early Years. Children in our nursery complete the assessment in the Autumn term and then children who join us in Reception are tested when they join the school. These assessments will allow us to have a clear understanding of children’s receptive language and then offer targeted support from this.

YARC, York Assessment of Reading for Comprehension is now used throughout KS2 on a termly basis.

Lucid Cops assessments are completed in Year 1 for all children and this information informs planning for the children.

#### Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.

Monster Phonics was purchased in school during the academic year, 2022-23, and as training was completed it was gradually used across the school.

The Monster Phonics scheme is now being used across all year groups, from Nursery, this academic year. The impact of this should be seen during the academic year 2023-24.

There was a significant gap between PP and non-PP pupils in the phonics screening last academic year. There is a significant crossover between PP and SEND within this year group.



The percentage of PP children achieving expected or above in reading is increasing.

		2021-2022	2022-2023	2023-2024
		Summer 2	Summer 2	Autumn 2
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	25%	37%	38%
	Phonics Score	15%	12%	



### Additional phonics sessions targeted at disadvantaged pupils.

Vulnerable pupils all took part in additional phonic sessions across school, provided by support staff and teachers.

There are still significant gaps between our disadvantaged and non-disadvantaged pupils in overall reading attainment despite additional phonics support. Over the last year this gap has widened in years 1 and 4. There was a significant crossover between PP and SEND in these year groups, however, the attainment gap in year 4 has significantly risen over the last two years.

Work being completed through the Thinking Classrooms and our involvement with the RADY project – will focus on reading.

#### Percentage gap between disadvantaged and non-disadvantaged children - reading

	Year 1	Year 2	Year 3	Year 4
2020-2021	50%	22%	28%	+4%
2021-2022	14%	36%	27%	20%
2022-2023	30%	21%	26%	32%

#### Percentage of PP children achieving expected or above - reading

	2020-21	2021-22	2022-23
Year 4 (14 pupils)	64%	58%	57%
Year 3 (14 pupils)	43%	57%	57%

### Additional writing sessions targeted at disadvantaged pupils who require further support.

Vulnerable pupils all took part in additional writing sessions and support across school, provided by support staff and teachers.

The attainment gap between disadvantaged and non-disadvantaged pupils has increased across all year groups. In Years 3 and 4 the crossover between SEND and PP does influence this data.

Writing attainment has dropped across all year groups for all groups of children and this is a local and national picture.

Work being completed through the Thinking Classrooms will support with this as well as our involvement with the RADY project – focus on writing.

#### Percentage gap between disadvantaged and non-disadvantaged children - writing

	Year 1	Year 2	Year 3	Year 4
2020-2021	36%	39%	27%	12%
2021-2022	31%	28%	19%	19%
2022-2023	47%	30%	24%	31%

#### Percentage of PP children achieving expected or above - reading

	2020-21	2021-22	2022-23
Year 4 (14 pupils)	55%	58%	43%
Year 3 (14 pupils)	43%	57%	50%

#### Tutoring

Tutoring was offered to vulnerable pupils across school through group tuition.

This year the offer is being amended to involve 2 tutors rather than 1 to maximise the impact.

#### Additional sessions & support available targeted at disadvantaged pupils with SEMH needs.

Poplar nurture provision is available for all children with SEMH needs and the work that the staff are doing with these children means that they are spending increasing amounts of time in their classes.

#### Additional sessions & support available targeted at disadvantaged pupils.

Poplar staff provide support groups to support vulnerable pupils with their metacognition and self-regulation strategies. This means that these children are spending increasing amounts of time in their classrooms.

#### Participation in RADY

Vulnerable pupils are proportionately represented across school and 'uplift' is applied to all vulnerable pupils' targets.

New staff complete RADY training as part of their induction process to ensure that they have an awareness of vulnerable pupils and understand why we are supporting them as we are.

The school will be part of a refresher course with Challenging Education staff, which will include training for all school staff and consultancy to support us with the specific needs of our PP children.

## Summary

- There are still significant gaps in attainment for our PP children compared to our non-PP children across all year groups.
- We would expect lower attainment in KS1, building to higher attainment in KS2 as additional support and skills are built upon for our PP children. Writing, however, still needs to continue to be an area of focus across all year groups.
- The planned strategies for our 3-year cycle will continue this year in order to further build on their success and embed consistent practice across school.
- We have added involvement with the Thinking Classrooms to support meta-cognition and self-regulation and have a renewed refresher course and consultancy offer with Challenging Education, RADY to support us with high quality teaching for our PP children.
- A new 3-year strategy will be put in place from 2024-25.