



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

This document has been written following specific training from the Education Endowment Foundation and using the EEF's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'.

School overview

Detail	Data
Number of pupils in school	37 full time (plus 8 nursery)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 - 2024 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	April, October & December 2024
Statement authorised by	Lynnsey Batey
Pupil premium lead	Lynnsey Batey
Governor lead	Prof. David Vaughan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8476.67 £5445.42 (7/12 th of 22/23) + £3031.25 (5/12 th of 23/24)
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	



Part A: Pupil premium strategy plan

Statement of intent

*Our vision: Creative learning, personal achievement and happiness.
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Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with.

We educate the whole child to be 'the best me I can be': for learning and as a person.

At Shankhill CofE Primary School, we have high expectations for all pupils, irrespective of background, barriers to learning, or challenges pupils and families may face. Our intention is that all pupils are supported and challenged to become the best me I can be: academically, personally and spiritually and that all pupils 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 attain highly.

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 ultimate intention is that all pupils eligible for Pupil Premium are happy, achieve and do as well in school as children with similar starting points who are not eligible to pupil premium. This intention is shared for all pupils across school and careful planning is in place to allocate appropriate support.

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.

Shankhill provides a knowledge and vocabulary rich, coherent and cumulatively sequenced curriculum specifically for our mixed-age and mixed ability inclusive classes, ensuring that our unique context and community is reflected within this, so that all pupils are supported and challenged to achieve excellent outcomes and experiences throughout their learning journey with us.

Our Pupil Premium Strategy promotes this intention through a range of strategies and support systems to ensure high quality first teaching at every age and stage of learning from a staff team who are committed and passionate about ensuring that needs are met for our disadvantaged pupils, including those who are more able, and those with special educational needs and disabilities. We also provide timely, targeted academic support, and employ wider strategies to support pupil wellbeing, attendance and family support, as required.

Our strategy is also integral to wider school plans for education reflecting and complementing our whole school improvement plan.

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.

When planning how we use our Pupil Premium Funding, we have: attended EEF training and used evidence-led research and best practice from the EEF and DfE; analysed our in-school data on pupils' progress and attainment; and work closely with teachers, support staff, parents and the child to identify and address barriers to learning, specific gaps in learning and other challenges being faced by our children that could enhance their learning if addressed.



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 Reception 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 which negatively impacts their development as readers, especially with reading fluency (may require someone to hear them read aloud).
3	Internal and external assessments, observations, and discussions with pupils indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, and has been affected by the impact of the partial school closures during the COVID-19 pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Internal and external assessments observations, and discussions with pupils indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, and has been affected by the impact of the partial school closures during the COVID-19 pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Internal monitoring and audits indicate that high quality teaching and learning would greatly benefit from further research and development in the pedagogy and practice of metacognition and self-regulated learning. Pupils' personal development and adaptability in life-long learning skills would be enhanced enabling them to become improved learners now and in the future.
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to rural isolation, changes within home life and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. An increased number of pupils (many of whom are disadvantaged) currently require additional support with social and emotional needs, some receiving small group interventions or 1:1 support from our Emotional Literacy Support Assistant (ELSA Programme).</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.

Review April 2024: not in focus / limited progress – some progress – action completed

Intended outcome	Success criteria
1. 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.
2. Improved reading attainment for all pupils in our school, particularly our disadvantaged pupils.	All of our disadvantaged pupils have received Reading Fluency intervention by July 2023, with all pupils reading fluency improved by 2024. Reading outcomes in end of year assessments (2023 – 2025) show that more than 80% of disadvantaged pupils met the expected standard. There is a reading for pleasure culture embedded across the school, with all children, including those of disadvantage choosing to read of their own volition by 2025.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
4. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
5. Improved pedagogy and practices in metacognition and self-regulated learning behaviours for all pupils in our school, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved metacognition and self-regulation learning behaviours for all pupils in our school, particularly our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessment and pupil voice by 2024/25.
6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in referrals to ELSA or other Early Help support. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.



Activity in this academic year 2023 -2024

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: £ 3,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching a) Reading Fluency training for all teaching staff across school.</p> <p>1) One day session with Herts for learning in November '23 = £190 + supply £90 = £280</p> <p>2) One day training with Herts for Learning in Spring '24 arranged by Lynnsey for Shankhill and Brampton Cluster partially funded through a £3,000 grant I obtained from Cumberland LA. = supply costs of approximately 3 x £100 = £300</p>	<p>EEF Improving Literacy In Key Stage 1 and 2 reports highlight the importance of reading fluency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Herts for Learning evidence: https://www.hfleducation.org/reading-fluency</p> <p>Pupils who take part in the HfL Reading Fluency Project make exceptional progress in a short space of time. In just 8 weeks: The average increase in reading comprehension age for participating pupils is 1 year 5 months*. 76% on pupils on the project make (on average) more than 6 months progress in reading comprehension age; 66% of pupils moved up at least 1 book band. Pupils made, on average, 11 months progress in reading accuracy age.*</p> <p>*According to the YARC assessment tool. Based on data for over 400 pupils. Pupils typically demonstrated improvements in reading behaviour in terms of:</p> <ul style="list-style-type: none"> • stamina – able to read more text for a longer period whilst retaining understanding • accuracy – children make fewer substitutions, omissions, mispronunciations and additions when reading a 'cold' text • enjoyment – pupils read more and are more willing to explore a wider range of literature • confidence – pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning • engagement – pupils offer more extended contributions in group discussions about challenging texts 	<p>2</p>



<p>Teaching b) Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>1) We will use NELI and our carefully sequenced and planned CUSP curriculum vocabulary resources where appropriate and will purchase other resources and fund ongoing teacher training and release time.</p> <p>2) Release staff for full day training on Language of Learning with CUSP / Alex Bedford & Julie Sherrington = course is free as CUSP Lead school + supply 3 x £180 + 2 x £108 = £756</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> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Course details: https://www.eventbrite.co.uk/e/early-years-language-of-learning-with-alex-bedford-julie-sherrington-tickets-776841703447?aff=erelexpmlt</p>	<p>1 2 4</p>
<p>Teaching c) Improved writing attainment for disadvantaged pupils at the end of KS2 by:</p> <p>1) Developing pupils' transcription and sentence construction skills through extensive practice Herts for Learning 'Fixing Full Stops' CPD in Spring/Summer 24. LB to lead this across Brampton Cluster for LA. Course funded by Cumberland LA grant obtained by LB, plus supply release time 2x Ts = £360.</p> <p>2) Teach writing composition strategies through modelling and supported practice. Further develop how we adapt and use our CUSP writing and spelling curriculum. Staff meetings and INSETs.</p>	<p>EEF Improving Literacy In Key Stage 1 and 2 reports highlight the importance of teaching writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Following Section 5: recommendations:</p> <ul style="list-style-type: none"> - Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. • Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques. <p>Following Section 4 recommendations:</p> <ul style="list-style-type: none"> - Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. • Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. 	<p>4</p>



<p>Teaching d) Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>1) We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Approximately 3 days release = £540</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Teaching e) Improve the quality of social and emotional (SEL) learning.</p> <p>1) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>2) Mental Health lead CPD release time for full training to be completed. Approximately 3 days release = £540.</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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>5 6</p>
<p>Teaching f) Reading for Pleasure training for English Reading Leader to be disseminated across the school. This will be delivered in collaboration with our local English hub. Approximately 2 days or 4 ½ days release = £360.</p>	<p>https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	<p>2</p>
<p>Teaching g) Building on EEF training in Metacognition and Self-regulated Learning during 2022-2023. Further research and time to explore and embed during 2023/25. Approximately 3</p>	<p>There is extensive evidence associating metacognition and self-regulation strategies with improved outcomes at school and in the future. “With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome</p>	<p>5 All high quality first teaching and learning across the curriculum.</p>



days release = £540 plus staff meetings and INSETs.	challenges themselves in the future.” EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
Teaching h) 1) Train all subject leaders in Pupil Book Study to ensure that we consistently and accurately use evidence-led and structured conversations to quality assure the curriculum, teaching and learning. CPD free via LA grant + supply x4 + subject leader time to practice 13 x ½ days	Pupil Book Study https://www.eventbrite.co.uk/e/pupil-book-study-january-2024-tickets-730251480837?aff=ebdsoporgprofile	All areas.

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

Budgeted cost: £ 5,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted a) 1) 1:1 and small group targeted intervention with trained STA/TA/T as required immediately prior or post maths teaching. £4507 per year 2) STA support in KS1 using 1 st Class@Number and Maths Mastery 4hrs/wk for 10 wks = £720	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Targeted b) 1) 1:1 and small group targeted intervention for writing with trained STA/TA/T 3 x 20 mins for 8 weeks in Spring 2024. £650+	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4



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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed the ELSA programme into school using our trained Emotional Literacy Support Assistant. £1,306 /yr	CCC ELSA accredited training course 2021/22 and EEF guidance on social and emotional learning 2hrs/wk x 37 weeks	6
Support access to wider learning experiences such as residential and music tuition.	EEF Life skills and enrichment toolkit	All
Hygiene and personal care products and support. (£100 / yr + staff time)	Self-esteem and personal care is vital	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 11,053



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year:

Intended outcome	Success criteria	Review December 2023 with future actions
1. 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.	High quality first teaching together with our carefully sequenced, planned and delivered curriculum provides greater opportunity for oral language and vocabulary development. School evidence demonstrates the vast majority of all children, including our disadvantaged, have improved language and vocabulary. Continue with these approaches and ensure clarity in speech and enunciation at all times. NEW = All teaching staff to complete the CUSP EYFS CPD with Alex Bedford & Julie Sherrington 3 x 1.5hrs sessions on Language of Learning.
2. Improved reading attainment for all pupils in our school, particularly our disadvantaged pupils.	All of our disadvantaged pupils have received Reading Fluency intervention by July 2023, with all pupils reading fluency improved by 2024. Reading outcomes in end of year assessments (2023 – 2025) show that more than 80% of disadvantaged pupils met the expected standard. There is a reading for pleasure culture embedded across the school, with all children, including those of disadvantage choosing to read of their own volition by 2025.	All disadvantaged pupils can now read at age-related expectations, in line with their peers. School evidence demonstrates that ALL pupils can read at age-related expectations or better from Y1 up to Y6 by July 2023. Pupil voice tells us that all pupils enjoy reading and that most choose to read for pleasure. School has heavily invested in reading materials, creating inclusive and accessible reading environments and, most importantly, modelling a rich love of reading across school through daily dialogue, opportunities and activities. Continue to train all staff in reading fluency intervention to strengthen daily reading teaching through our adapted CUSP reading curriculum, RWInc and Reading for Pleasure. NEW = Lead Reading Fluency CPD across local LA cluster to support all pupils and staff across area.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.	Outcomes in maths are improving for all pupils, and most of our disadvantaged pupils. Interventions have been effective targeted so that individuals and small groups have benefited from additional immediate tutoring in particular concepts and pre-/post-teaching. Continue to use diagnostic and in the moment assessments to support for individuals/small groups. This is especially effective in pre- and post-teaching with trained T/STAs. NEW = STA support in KS1 using 1st Class@Number and Maths Mastery
4. Improved writing attainment for disadvantaged	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.	Now that all children can read and access their curriculum fully, alongside our continued development of language and vocabulary across the curriculum, children are now all ready for writing to be their main priority. They are confident readers and talkers, seeing themselves as confident learners



<p>pupils at the end of KS2.</p>		<p>alongside their peers. Writing is now a main focus across school beginning with letter formation, handwriting and fine motor skills, grammar and punctuation and confident, creative composition. Continue to embed, adapt and develop RWInc and CUSP writing curriculums alongside spelling. NEW = Herts for Learning 'Fixing Full Stops' CPD in Spring/Summer 24. LB to lead this across Brampton Cluster for LA.</p>
<p>5. Improved pedagogy and practices in metacognition and self-regulated learning behaviours for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved metacognition and self-regulation learning behaviours for all pupils in our school, particularly our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessment and pupil voice by 2024/25.</p>	<p>Staff and pupils know and use our 6 phases of learning in all learning across school. This provides a clear pedagogical structure for expectations for learning/learners and developing dialogue to improve metacognition and self-regulations further across school. We recognise daily opportunities and utilise these to illustrate and develop these essential life skills e.g. self-regulation in discussing behaviours being demonstrated in school. Children identify their own behaviours and choose how to regulate and/or accept the consequences they have chosen. Continue to improve this area over the next few years, revisiting aspects directly and indirectly, as necessary.</p>
<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in referrals to ELSA or other Early Help support. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. 	<p>All pupils of disadvantage have chosen to receive music tuition and attend additional after school clubs. All pupils access wider learning opportunities such as educational visits and residential trips using this funding. In 2023 we visited London in June and Robinwood in November. Continue to train staff and develop classroom practices so that ELSA interventions are required less. Continue to train staff and mental health lead.</p>

Please see document on our school website for 2021/2022 which outlines outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explains how their performance has been assessed.

NB Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider