

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2023-2024

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 (as of October 2024 census)

Detail	Data
Number of pupils in school (Oct '24 census)	241
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	18 th December 2024
Date on which it will be reviewed	12 th December 2024
Statement authorised by	Mrs K Barnes (Headteacher)
Pupil Premium Lead	Mrs K Barnes (Headteacher)
Governor Lead	Mr B Moulds (Governor lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£43,960.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£43,960.00

Part A: Pupil premium strategy plan

Statement of intent

In line with our Equalities Objectives and Core Values, our aim at Shottermill Junior School is that all pupils, irrespective of their background or the challenges they face, are supported to make good progress and access the full and wide curriculum on offer at our school. We want disadvantaged pupils to achieve outcomes which are comparable with their peers and for any attainment gap to be closed wherever possible; this also means ensuring higher attaining pupils leave the school having achieved excellent outcomes as well.

We will consider the wider challenges faced by vulnerable pupils, such as those who have an assigned social worker or those pupils identified as a Young Carer. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our Pupil Premium Strategy aligns itself to helpful guidance provided by the Education Endowment Foundation: "**The EEF Guide to the Pupil Premium - updated September 2024**". Here the suggested approach is to follow a 5-step approach to get the best out of the funding provided:

In addition, this guidance continues to promote a focus on the following three strategies, which have been proven to be impactful in addressing the underachievement of disadvantaged and vulnerable pupils:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies**

Ensuring a focus on high-quality teaching, will not only benefit disadvantaged pupils, it will ensure all pupils have the very best opportunity to make good progress at our school. As part of this approach, we will continue to maximise time spent on curriculum planning and professional development of staff (*e.g. use of Rosenshine's Principles of Instruction*) to help skill up our teachers to achieve a high success rate from the pupils they teach.

Targeted academic support is proven to improve outcomes for pupils, particularly those with gaps in their knowledge and understanding. We intend to use our funding to provide access to additional specialist interventions led by well-trained members of staff (*e.g. implementing our extensive Reading Interventions*)

In addition to academic support, we will be implementing wider strategies to support the most vulnerable pupils. This will include facilitating good school attendance (as we have identified that this group of pupils do not attend school as regularly as their peers) and supporting the emotional wellbeing of our pupils. We know that when children are well supported with their social, emotional and mental health needs, they achieve better because they are 'in a good place for learning to take place'. This is also the reason why

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Deliver and monitor your strategy
Step 5	Evaluate and sustain your strategy

we will be fully training a new member of the Senior Leadership Team to lead on Mental Health across the school and coordinate interventions and training in this area.

To summarise, our strategy will be responsive and part of an 'assess, plan, do, review' model. This means we will use a range of diagnostic assessments (including those for SEMH needs) to identify the challenges or barriers which face vulnerable children and we will implement strategies or interventions which are evidence-based. We will seek to ensure we intervene at an early stage, so as not to cause the educational gap to widen further for a pupil. Through sharing our key priorities and pupil premium strategy with Governors, Parents or Guardians and all Staff, we will ensure that everyone takes a shared responsibility to improve outcomes for disadvantaged and vulnerable pupils within our school community.

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 parents and pupils indicate that anxiety and mental health issues significantly affect the wellbeing of some pupils and their ability to learn and access wider curriculum opportunities.
2	Teacher Assessments (such as Phonics Assessments / PIRA scores), observations and discussions with pupils and parents show poor Literacy skills, limited vocabulary development and difficulties with Reading and Writing affect pupils' access to the wider curriculum and they may not achieve as well as their peers.
3	Teacher Assessments (such as pre-unit assessments and PUMA scores), observations and discussions with pupils and parents indicate that disadvantaged pupils may have gaps in their understanding in Maths and struggle particularly with mental arithmetic.
4	Although not all disadvantaged pupils have poor attendance, we have identified that a disproportionately high % of persistently absent pupils are eligible for Pupil Premium or are identified as vulnerable (Young Carer or have a social worker). Lower rates of school attendance of some disadvantaged pupils causes these pupils to miss Class Teaching as well as interventions and 'catch up' programmes, which in turn, negatively impacts the academic progress these children are able to make.
5	We have identified that difficulties with home life and poor parental engagement causes children to fall behind in their learning and development. For example, some disadvantaged pupils do not get the opportunity to read to an adult regularly or are unsupported with their homework, which causes them to fall behind in their learning.
6	Observations and discussions with parents and children indicate that financial challenges and low-income, particularly in relation to the cost of living crisis, has resulted in fewer disadvantaged pupils accessing extra-curricular clubs or activities such as residential trips. This limits life experiences and may affect their social and emotional development or aspirations for the future.

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
Offer targeted support in Reading and Writing to improve outcomes for disadvantaged pupils.	<p>Pupils will make accelerated progress in their Reading and evidence will be shown in Reading intervention data analysis, PIRA scores or end of KS2 National Curriculum Tests. Pupils will also read more regularly at home as a result of these interventions.</p> <p>Pupils will make progress in their Writing and evidence of book scrutiny and Teacher Assessments will show good progress from starting points / outcomes at end of KS2 assessments.</p>
Offer targeted support in Maths to improve outcomes for disadvantaged pupils.	Pupils will make accelerated progress in Maths and evidence will be shown in PUMA scores, pre- and post-unit assessments, Teacher Assessments or end of KS2 Maths Assessments.
Support the SEMH needs of identified disadvantaged pupils.	Through effective provision, disadvantaged or vulnerable pupils will attend school regularly and improve their mental health and wellbeing. This will help them access learning opportunities more successfully and learning completed in and outside of school will evidence this.
Achieve good school attendance for disadvantaged or vulnerable pupils.	Through understanding barriers to attendance at school (e.g. EBSNA), parents of pupils identified as persistently absent will be supported through a range of Early Help approaches to help improve their attendance, aiming for at least 96% by the end of the year.
Support families facing adversity where difficulties outside of school may adversely affect the wellbeing or academic development of pupils (e.g. <i>support with coping with the cost of living crisis</i>).	Children's basic needs will be met and they will be well cared for. The number of vulnerable pupils identified across the school (on internal monitoring sheets) will reduce throughout the year, as Early Help strategies are effective over time. The mental health of children will improve and rates of punctuality or school attendance will improve. Case studies will evidence the impact of wider pastoral / HSLW support.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3742

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SENCO will undertake professional development to train in the role of Senior Mental Health Leader.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. https://www.gov.uk/guidance/senior-mental-health-lead-training	1, 4, 5 & 6
The Home School Link Worker (HSLW) will undertake ELSA Training in order to increase existing capacity to deliver this intervention in school.	ELSA is a dedicated intervention aimed at improving children's emotional literacy, especially when they have experienced trauma, anxiety or have communication and interaction difficulties, which prevents them from expressing their emotions effectively. https://www.elsa-support.co.uk/what-is-elsa-intervention	1, 4 & 5
Ensure ongoing training for staff around local safeguarding themes and supporting the social and emotional wellbeing of children.	Surrey County Council's strategy around Emotional Based School Non-Attendance is being promoted as an effective approach to tackle the issue of persistent absence. https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna DSLs are required by Surrey County Council to attend termly network meetings. Class based DSLs will require release time for this. SLT are also required to attend regular training relating to Looked After and Post-Adopted Children.	1, 4 & 5
Staff will receive training in Little Wandle Rapid Catch Up programme for phonics, (as well as Fluency and Book Clubs). The English Leader will be released from class to oversee this program, as well as the handover of this role to another colleague later in the year.	In order to maintain the positive momentum of the roll out of Little Wandle Rapid Catch up phonics and our Book Clubs / Fluency Clubs, all staff will continue to receive full and comprehensive training, as recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.	2

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

Budgeted cost: £15,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing pupils in Year 6 with small group tuition with a specialist tutor in Writing, with a particular focus on spelling and grammar development.	<p>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 and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
Providing pupils in Year 6 with small group tuition with a specialist tutor in Maths.	<p>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 and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Provide Reading Book Clubs run by trained Teachers or LSAs, four times a week for 20mins.	<p>Our established Book Clubs run in every year group and ensure that disadvantaged pupils have access to engaging texts, with effective adult support to extend their comprehension and understanding of new vocabulary. We have now adapted and improved this intervention to be delivered four times a week (instead of only once a week), with LSAs or Teachers trained in the teaching of reading.</p>	2
Provide Little Wandle Rapid Catch Up Phonics / Fluency intervention daily with trained LSAs.	<p>Our analysis has shown that our newly adopted phonics intervention has proved very successful in raising standards in Reading for our lowest achieving pupils. Some children will access this programme who are EAL and SEND also.</p> <p>This approach is also recommended by the DfE report: The Reading Framework: Teaching the foundations of literacy.</p>	2

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

Budgeted cost: £33,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of CPOMS monitoring system to track pupil behaviour, attendance and safeguarding incidents.	CPOMS is a highly effective system which allows Designated Safeguarding Leads to track all incidents relating to the welfare of pupils. This system ensures effective safeguarding and information sharing and allows for efficient reporting relating to behavior and attendance and the secure transfer of pupils records. A recent audit from Surrey County Council praised the school's use of its CPOMS system to safeguarding pupils at the school.	1, 4, 5 & 6
Use of members of SLT / HSLW to deliver a dedicated lunch club four times a week, with places set aside for vulnerable / disadvantaged pupils.	We know that some of our most vulnerable pupils may struggle with their social interactions and as a result, these children can become isolated in school or demonstrate concerning behaviour. Providing a specialist adult to help to set up and foster play in a safe environment will help nurture positive social interactions and better meet the SEMH needs of pupils as well as monitoring their wellbeing on a regular basis. We expect school attendance of targeted children to improve also through this approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 4
Use of HSLW to support vulnerable children and families who are requiring additional support and supporting the DSL team in times of staffing changes.	Our own analysis shows that the work of the HSLW is a crucial one, especially as this is a shared resource across our school and our feeder infant school. Early Help approaches help reduce the number of children who later on end up on a Child Protection Plan. Children suffering from bereavement or other significant issues affecting their family, respond well to short-term interventions, especially if they are waiting for more specialist support. Pupil attendance will also improve through providing these Early Help approaches. By increasing our HSLW capacity, we will also help support the wider DSL team as new DHT/SENCO commence their roles in the school, following staffing changes.	1, 4, 5 & 6
Attendance Leads will monitor absence rates of disadvantaged children on a regular basis and intervene at an early stage - offering support as required.	In order to promote good attendance, the DfE has recently published: Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities. Within this document, the following key statistic is published: <i>'The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment'</i> We have previously analysed our pupil attendance and how this correlates to scaled scores achieved at the end of Year 6 in National Curriculum Tests. We found overall that those pupils with lower rates of attendance, achieved a much lower scaled score than those who attended school at least 96% of the time.	1, 2, 3 & 4

<p>Provide access to 1:1 ELSA sessions for children to develop their emotional literacy, discuss their worries and help develop coping strategies to deal with anxiety or mental health issues.</p>	<p>Professor Barry Carpenter’s research ‘A Recovery Curriculum: Loss and Life for our children and schools post pandemic’ helps us to see the impact of meeting the SEMH needs of pupils at this time. https://www.evidenceforlearning.net/recoverycurriculum</p> <p>As well as our own case studies and analysis of impact, we know that ELSA is an embedded and vital tool in our box for supporting the wellbeing of pupils at our school, particularly where mental health services in the community are over-stretched.</p>	<p>1, 4 & 5</p>
<p>The school will set aside a small proportion of funding to provide financial assistance for disadvantaged pupils to access wider extra-curricular activities such as residential trips or clubs.</p>	<p>Our analysis shows that the uptake of clubs or extra-curricular activities (particularly expensive residential visits) is lower with disadvantaged pupils, yet these children have the most to gain from broadening their horizons in this way.</p> <p>The school offers a £50 discount to families requiring this support and in some instances, outside funding can also be used to help cover further costs. Some funded places will also be given at Breakfast Club or after school clubs to support these pupils on a case-by-case basis.</p>	<p>6</p>
<p>The school will promote messages of healthy lifestyles through hosting a Healthy Living Week in June 2025.</p>	<p>We believe that through extra-curricular activities such as increasing opportunities to access new sports, learn about health eating and achieving positive mental health, will broaden children’s horizons and allow them to have new experiences, which their parents may not otherwise be able to afford. This will also help them live healthier lifestyles.</p> <p>We know from previous year that attendance is also higher when we put on our Healthy Living Week.</p>	<p>1,4 & 5</p>

Total budgeted cost: £ 52,257

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 2023 to 2024 academic year.

CPD for staff in supporting the emotional wellbeing of pupils / pupil attendance

Last year staff received considerable training in supporting pupils with emotional based school non-attendance (EBSNA) which helped to ensure that there was a whole school awareness and responsibility for promoting good attendance. Through effective tracking and monitoring, this resulted in an improvement in the overall % of pupils persistently absent from school, which was 7.6% (9.6% in the previous academic year). The whole school attendance of all pupils also increased to be above 96% for the first time following the pandemic. However, it is noted that the % of disadvantaged pupils remains low at 91.96%. The attendance of vulnerable groups therefore remains an ongoing key priority area and the interventions targeted to support these pupils are invaluable at helping children to attend school regularly (e.g. ELSA, HSLW support, monitoring by attendance leaders, etc.)

In addition to EBSNA training, regular safeguarding updates and information sharing has helped to keep children safe in our care. A recent Ofsted inspection and external reviews by SaFe show that the school has a strong safeguarding culture and is doing everything it can do monitor and support the welfare of its pupils.

'Deep Dives'

All Subject Leaders were released in the year 2023-24, allowing them to review their subject and how it is taught across the year groups together with members of SLT. They focused on reviewing planning, pupil voice, work scrutiny and their schemes of work. SLT requested that Subject Leaders collect evidence of how the curriculum is well-designed for disadvantaged and SEND pupils and this was shared with Governors at FGB Meetings. Areas for development have been followed up by Subject Leaders through providing CPD to the wider teaching team. An example of this was changes made to the RE / Humanities Topic Sheets, which were refined to help those children with limited prior knowledge to answer 'big questions' at the start of the topic.

Little Wandle Rapid Catch Up Phonics / Fluency and Book Clubs

As per the previous year, considerable training for all Class-based Staff was provided to those staff involved in Reading Interventions. Outcomes for children accessing Little Wandle Rapid Catch up have been extremely positive and we have noted a significant reduction in the number of pupils needing support in phonics, who graduate on to Fluency and Book Clubs. This comprehensive data has been shared with Governors and the Reading Lead Governor.

School Led Tutoring:

In the year 2023 – 24, School Led Tutoring was provided to disadvantaged pupils in Year 6 (7 pupils) Identified children in Year 6 received either 1 or 2 terms of tutoring for either Writing or Maths (some pupils had both) with each session lasting 45mins with an approved, trained tutor. Some pupils not eligible for the pupil premium also benefited from joining these sessions. The following summary is provided of end of KS2 results:

- % of Disadvantaged pupils who achieved the expected standard in Reading: 71%
- % of Disadvantaged pupils who achieved the higher standard in Reading: 0%

- % of Disadvantaged pupils who achieved the expected standard in Writing: 43%
- % of Disadvantaged pupils who achieved the greater depth standard in Writing: 14%

- % of Disadvantaged pupils who achieved the expected standard in SPaG: 57%
- % of Disadvantaged pupils who achieved the higher standard in SPaG: 14%

- % of Disadvantaged pupils who achieved the expected standard in Maths: 43%

- % of Disadvantaged pupils who achieved the higher standard in Maths: 14%
- 29% of pupils achieved the expected standard in Reading, Writing and Maths combined (which was below the national average of 46%).

Only 7 pupils were eligible for Pupil Premium in this year group and given that each child represents 14.2%, we feel it is difficult to fully assess the impact of the tutoring, however our internal evaluation of the progress from the start of the intervention and the end, shows that tutoring remains a highly effective approach which children participate in well. The average 0.0 review score for this intervention shows that overall children are making the expected progress in these sessions and in some cases (particularly in Maths) the score was more positive. Tutoring also brings about improved levels of confidence and offers children the opportunity to discuss their misconceptions and receive high quality feedback, which research shows is highly effective in improving outcomes for disadvantaged learners.

Fluent in 5 Mental Arithmetic group

This was an intervention run by the Headteacher, to focus on raising standards for girls in Maths, particularly those who were below age related expectations or lacked confidence in this subject area. 12 pupils attended the group over the course of two terms, receiving 2 x 25min sessions a week. The overall review outcome was +1.17 and shows that this approach was effective in raising standards, as 7 pupils achieved the expected standard in Maths and a further 3 achieved a score of 99, so were extremely close to achieving the standard. Unfortunately, due to reduced SLT capacity, this intervention is not able to run next year.

ELSA support:

32 children received ELSA in the year 2023-24 (an increase from 25 in the previous year). Of which 7 were eligible for the pupil premium. The average 0.0 review score shows that overall children are making the expected progress in these sessions. Some of the positive impacts of ELSA include reduction in anxiety, increasing awareness of the zones of regulation and opening up about issues at home, which leads to improved support from outside agencies. Children reported improved trusting relationships with adults in school and improved resilience overall. We plan to review the length of time children are accessing this intervention and increase our overall capacity through using more trained adults to deliver the programme.

HSLW support:

Last year, the HSLW consistently supported 16 families in a range of different ways, from working directly with pupils, to supporting and signposting parents to a range of Early Help resources. Of these, 8 were eligible for pupil premium. In light of the ongoing cost of living crisis, the HSLW was a key resource for engaging with families and addressing concerns relating to pupil wellbeing. The HSLW was new to role this year, so much of her role has been getting to know new families and establishing relationships across the school community. Over the coming year, our HSLW will be undertaking ELSA training to further increase our capacity for delivering this intervention.

DHT Lunch Club:

The Deputy Headteacher ran 2 x weekly clubs for pupils who were considered vulnerable or with SEMH needs. These children received an invitation to attend and although this was optional for the vast majority, the attendance was consistently good throughout the year. By the summer term, 16 pupils regularly attended the sessions and of these, 7 were eligible for pupil premium. This approach also helped to maintain oversight of vulnerable children on a regular basis. We consider the lunchtime clubs as extremely important to supporting our most vulnerable pupils and will be offering increased capacity in this area next year.

Funding for extra-curricular activities / meet & greet / breakfast club place:

Last year, we supported a number of families with financial contributions to help broaden children's experiences and access wider-curricular activities. We also used funding to provide early morning support / interventions to families who were struggling to get their children into school each day. In addition to Pupil Premium, we used other additional funding from the Waverley Support Grant to ensure a higher proportion of children could access our residential visits.

We will continue to work hard to ensure our disadvantaged pupils access residential visits, which they may otherwise miss out on and a number of pupils received fully funded places last year for the first time. We see this financial support as extremely important for those vulnerable and disadvantaged pupils, who stand to gain the most from extra-curricular activities offered at our school.

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
N/A	

Further information (optional)

The school has also be allocated a proportion of additional funding to support families to cope with the Cost of Living Crisis. The school has predominantly used this to support families in the following ways:

- To considerably offset the cost of pupils attending high-cost residential visits (over and above the £50 discount offered by the school as part of its Pupil Premium Strategy);
- To support families with off-setting food and energy bills which have dramatically increased in the last 12 months;
- To fund uniform and equipment;
- To support families where there has been a family bereavement or other similar crisis, where one parent has not been able to work for a period of time;
- To fund tuition, some of which has been offered outside of the usual school hours.